

THE CATHOLIC SCHOOL Journal

Volume 57

Number 4

April, 1957

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Your Journal

The first article discusses an I.Q. older than the intelligence quotient, namely the Integrity Quotient.—Since this is the pre-convention issue, we thought it appropriate to include *Building a Catholic School System*, which summarizes some significant data on the history of Catholic education in the U. S.—We know that many readers will find a timely suggestion in *Summer Schools for Pre-High-School Students*.—All religious superiors will welcome the two articles in this issue about teaching theology to Sisters.—And we give you the second and concluding part of *The Mechanics of Reading*.

NCEA Convention

We hope to see you at the big meeting during Easter Week. Whether you can come or not, you will welcome Msgr. Goebel's words of *Welcome to Milwaukee* and his summary of Catholic educational history in his Archdiocese.

Beware of Frauds

Again we warn you that the season is here for the work of fraudulent subscription agents. We employ no traveling agents for the CATHOLIC SCHOOL JOURNAL.

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BIOLOGY—The Study of Living Things *Publication July '57*

by DALE C. BRAUNGART, PH.D. Associate Professor of Biology, The Catholic University of America. Consultant on Biology to the Committee on Affiliation, The Catholic University of America
and SISTER RITA BUDDEKE, S.N.D., M.A. Trinity Preparatory School, Ilchester, Maryland

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Evaluation of Audio-Visual Aids

Japan Today THE NEW YORK TIMES

Times Square
New York 36, N. Y.

Japan's present importance as the bastion of the Free World in the Pacific and the changes that have taken place in Japan since overwhelming atomic defeat a dozen years ago are presented in JAPAN TODAY, the April release in the 1956-57 series of the New York Times Filmstrips on Current Affairs.

Keeping pace with today's headlines the filmstrip devotes itself to the resurgence of Japanese economic well-being and productive might and the problems resulting from intensified competition as Japanese again flood the markets of the world, with machinery, textiles, and many other products.

JAPAN TODAY is the seventh of the 1956-57 series of The Times Filmstrips. It consists of 57 frames, in black and white, for 35mm. projectors. Supplementing the graphic pictures and maps is a discussion manual that contains an introduction to the subject and supplementary information on each frame. Each frame is reproduced in the manual.

American Beginnings SOCIETY FOR VISUAL EDUCATION, INC.

1345 Diversey Parkway
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Six new filmstrips are now available:

A NEW WORLD AND A NEW HOPE — points out the events that led to the discovery of America, shows the rapid development in the New World following its discovery. (51 Frames)

THE ENGLISH SETTLEMENTS — shows the motives for English colonization, describes special characteristics of each settlement, indicates beginnings of free, representative institutions in English colonies. (53 Frames)

ESTABLISHING SOCIAL LIFE IN A WILDERNESS — gives an idea of life in the several colonies, discusses the economic and political relationships that existed between England and the colonies. (49 Frames)

THE DEVELOPMENT OF THE THIRTEEN COLONIES — explores the colonists' motives for Western expansion, the struggle for power between the French and the English, and the reasons for conflict between the

George E. Vander Beke, Ph.D.

Editorial Consultant for
Audio-Visual Aids

colonists and the Mother Country. (47 Frames)

REVOLUTION AND INDEPENDENCE — treats the resentment incurred by the colonists for England, the War for Independence, the Declaration of Independence, and the Treaty of Paris. (45 Frames)

A NEW EXPERIMENT AND A NEW NATION — depicts the economic situation of the States following the War, the difficulties of establishing a unified government, and the general nature of the new instrument of government. (48 Frames)

Utilization: These filmstrips were prepared in agreement with the most recognized authorities in American history, and highlight the most significant topics of American historical development. They may be used profitably with any of the standard texts in history, social studies, or government classes to realize the following objectives: (1) to set forth the forces — ideological, social, and material — that have gone into the making of a mighty nation; (2) to know and appreciate the foundations of a free, democratic society; (3) to recognize the origin and development of those ideals associated with American democratic society; (4) to realize the part such cherished American practices as trial by jury, protection against self-incrimination, procedure under due process of law and others have played in the development of our modern, democratic process; and (5) to appreciate the importance and significance of the American heritage.

Social Studies CORONET FILMS

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of the Indians of early America — notably the Mayas of Central America, the Aztecs of Mexico, and the Incas of the Andes. Influences of these cultures upon our own are clearly evidenced.

Intermediate, Junior High, Senior High, College

THE TRUCK FARM — (1 reel, 11 Minutes, Sound, Color, Black and White).

Bill and Cathy live with their parents on the family's truck farm. When not in school, the children help with planting, harvesting, and many other jobs. Work that is done on the truck farm, what the farm produces, and where its products go are among the many things children will see as they learn about the life of a truck farm.

Primary, Low Intermediate

HOW TREES HELP US — (1 Reel, 11 Minutes, Sound, Color, Black and White.)

Walking through the woods with his father, Wally sees different kinds of trees and begins to learn of the many ways trees help us by supplying lumber, food, and material for things we make. In the story of a mighty old oak, Wally realizes how very long it takes a tree to grow and how it is valuable throughout its life.

Primary, Low Intermediate

Rocks and Minerals FILM ASSOCIATES OF CALIFORNIA

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Los Angeles 25, Calif.

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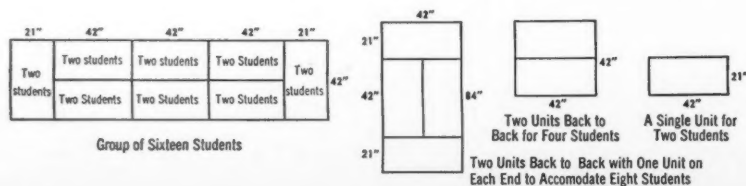
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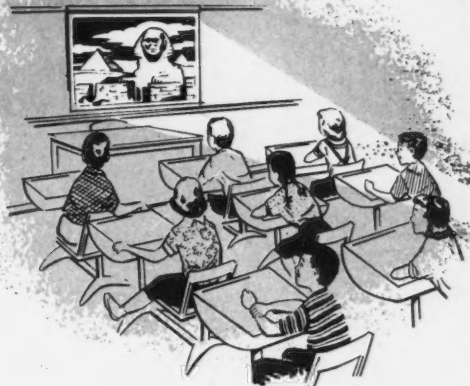
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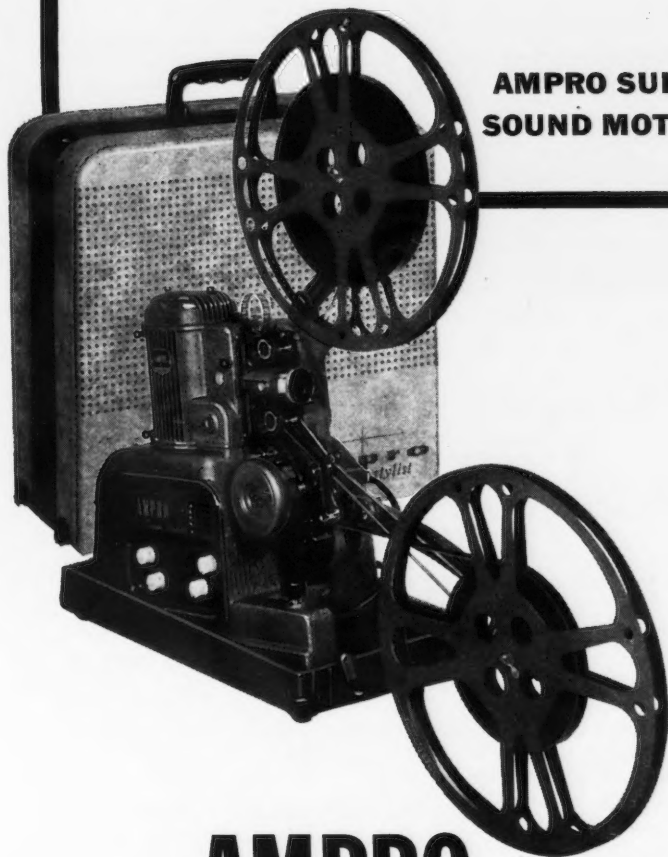
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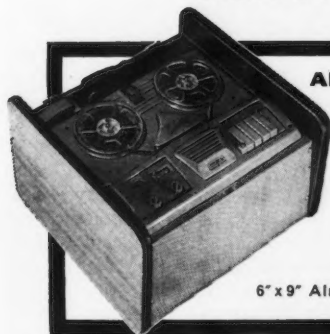
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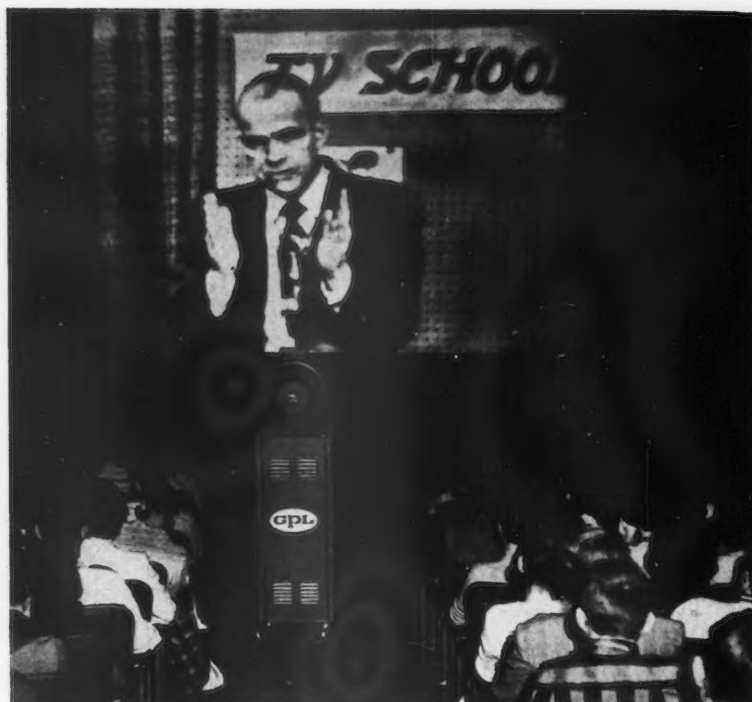
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N.C.E.A. Convention, Booth E-5



By adding a GPL ii-TV camera to your GPL projector, your school can have its own closed-circuit TV system — the best way to meet the teacher shortage, but more important, to raise the level of teaching.

Left: GPL's closed-circuit ii-TV system being used at Nebraska Psychiatric Institute, Omaha.

Audio-Visual Aids

(Concluded from page 5A)

The new material consists of six series of on-the-scene pictures in color, all done in live photography. The individual filmstrips are titled: AIRPLANES, THE PASSENGER TRAIN, THE FREIGHT TRAIN, BUSES, TRUCKS, AND BOATS AND SHIPS.

PEOPLE AND GOODS TRAVEL is a classroom-tested series produced and documented for use in primary grades. Suggested curriculum areas are social studies and language arts. Children are shown taking actual trips and seeing how goods are carried. All experiences described are those which primary children themselves can experience. The documentation of each picture is accurately checked with transportation specialists. Equipment, employees and safety factors of the transportation industry are shown in a way that primary children can understand.

Ocean Tides

ENCYCLOPAEDIA BRITANNICA FILMS

1150 Wilmette Ave.
Wilmette, Ill.

OCEAN TIDES — (16mm., Sound, 14 Minutes, Black and White, Color).

This film, designed for middle grades, junior and senior high school science, makes effective use of time-lapse photography and animation to visualize the ebb and flow of ocean tides. It will also enrich social studies units dealing with life on the seacoast.

The basic cause of the tides is clearly described in a series of animated drawings.

The film traces the retreat of a forty-foot tide; shows a salt marsh basin being covered by three feet of water just before high tide; and follows the action of a tidal wave called a bore, which races up the narrow estuary of the Petitcodiac River, passing the waterfront at Moncton, New Brunswick.

Golden Classics Series

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Young America Films announces the release this month of a new set of four color filmstrips under the title GOLDEN CLASSICS SERIES, designed for literature classes in the intermediate grades and junior high school. Based on the text and original full-color illustrations of Simon and Schuster's *Golden Stamp Classics* of the same titles, each filmstrip presents the highlights of the story's plot and characters in a manner carefully planned to stimulate further interest in the reading of the story. The set contains these four filmstrips: GULLIVER'S TRAVELS, KING ARTHUR, MOBY DICK, and ROBINSON CRUSOE.

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New Books of Value to Teachers

Educational TV Programs

Outstanding educational films which they supply to educational TV stations are described in a booklet recently released by the Educational Television and Radio Center, Ann Arbor, Mich. Entitled, *Children Turn to Educational Television*, the booklet features both old and new programs. Among the films described are: "Discovery," "Music for Young People," "Tempest in a Test Tube," "Buckskin Bob," "The Friendly Giant," "Mr. Mur-

gle's Musee," and "Children's Corner." A list of educational TV stations which carry these programs is provided at the end of the booklet.

Give Us This Day

By James Keller. Cloth, 365 pp., \$2.95. Hanover House, Garden City, N. Y.

Father Keller has lost none of his sense of awareness of the problems of Catholic life in America. In this book he offers Catholic and non-Catholic Americans a series of brief, daily meditations which have as their basic, underlying thought the idea that "you can

change the world" by your daily life and by your relations with your fellow men. The thoughts suggested in this book are based on American cultural and economic life, on history, and on sound Christian doctrines of morality and life. The Catholic reader may fail to see in some of the considerations an opportunity to gain personal merit — the opportunity is there nevertheless, and the book deserves wide use.

American Business Dictionary

By Harold Lazarus. Cloth, 522 pp., \$10. Philosophical Library, Inc., New York 16, N. Y.

This dictionary includes brief definitions and explanations of some 10,000 terms used in American business and industry. The book will be especially helpful in the business classes in high schools and colleges. The book provides fine interpretations, and emphasizes both current uses and the long-range acceptability of words.

Foundation Course in Spanish

By Laurel Herbert Turk. Cloth, 445 pp., \$4.50. D. C. Heath & Co., Boston, Mass.

An all-purpose basic Spanish text, this book can be used for any method of teaching the language. Emphasis is placed on practical vocabulary and oral use of the language but information about Spanish civilization, culture, customs, and way of life is integrated throughout. The two opening lessons provide preliminary facts about pronunciation. They are followed by 25 lessons, five reviews, five *conversaciones*, a short section on letter writing, twenty reading selections, three appendices, and a lengthy vocabulary section. Numerous maps and illustrations are also scattered throughout the book.

Crown of Glory

By Alden Hatch and Seamas Walshe. Half boards, illustrated, 252 pp., \$4.95. Hawthorn Books, Inc., New York 11, N. Y.

This biography of Pope Pius XII has the directness and rapid narrative which only a journalist like its senior author can give the biography of a living person. Our Holy Father emerges in these pages as a great and holy man, a skillful diplomat, a strong advocate of peace and justice among nations, and always a deeply spiritual leader and guide. Young people especially will enjoy the vivid, rapid narrative, the clear-cut word pictures of conditions and events, and the objective but always friendly estimate of the man, priest, and pope. The book is distinctly for and of the present year and present time readers. In the next decade history will unquestionably change the perspective.

The Unwearied Advocate, Volumes I & II

Edited by Rev. Vincent A. Yzermans. Paper, Vol. I, 307 pp., Vol. II, 286 pp. St. Cloud Book Shop, St. Cloud, Minn.

A treasure of truth and guidance is provided in this well-organized 2-volume collection of public addresses of Pope Pius XII. Ninety-three of his 1128 public addresses are presented in which he casts light on the subjects of international affairs, Catholic action, various social questions, communications, the role of Catholic men and women in society, and many other vital human problems. Grouped together under 16 general categories the addresses form a unified whole. Introductory passages precede each general area and tie the addresses together. Covering just about every vital problem man faces today this book should serve as a handy key to truly Catholic living.

(Continued on page 25A)

ANNOUNCING

THE CATHOLIC SCHOOL SPELLING SERIES

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New Books

(Continued from page 16A)

Our Saviour's Last Night and Day

By Rev. A. Biskupek, S.V.D. Paper, 80 pp., \$1. The Bruce Publishing Co., Milwaukee 1, Wis.

How each phase of our Lord's Passion atoned for some particular type of sin is explained in this moving account of our Lord's last hours. The true meaning of the Redemption is brought home forcefully and the personal debt we each owe Christ for saving us is made very clear. All the events of the Passion are described and inspiring reflections are worked in at appropriate intervals to provide a valuable aid to better meditation.

Our Faith

By Rt. Rev. John C. Heenan. Cloth, 286 pp., \$3. Thomas Nelson & Sons, New York 17, N. Y.

This book of instruction in religion is a radical departure from the textbooks used in the United States. It affords in one brief but comprehensive volume, a discussion of the basic doctrines, the religious practices, the moral teachings—in fact, the entire way of life which Catholic people must follow in order to save their souls.

While the book has an air of simplicity and directness and seems to be exceedingly simple, it is as a matter of fact, a deep and mature work, which as the author suggests, will help boys and girls learn their religion, whether or not they are attending a Catholic school. What is more important, it is a book which they will not be ashamed to re-read when they will have become adult men and women. The author has a magnificent insight not only into the doctrines of religion but also into the problems of present-day living.

Educational Psychology in the Classroom

By Henry Clay Lindgren. Cloth, 521 pp., \$5. John Wiley & Sons, New York 16, N. Y. A psychological exposition of child growth and learning, with applications to classroom practices.

Building and Equipping for Christian Education

By C. Harry Atkinson. Paper, 87 pp., \$3. National Council of Churches of Christ in U.S.A., New York 10, N. Y.

This much-needed volume, the outgrowth of a Chicago conference on Christian education and church building, provides an answer to the problem of agreement between the architects and the educators on the basic principles of building for Christian education. In 19 chapters, the book takes up the planning of a new building, grouping and grading, audio-visual education, administrative and building maintenance, recreation and dramatics, architectural service, and financing of the building program. A bibliography and an index are included.

Sudden Splendor

By M. K. Richardson. Cloth, 249 pp., \$3.25. Sheed & Ward, New York 3, N.Y.

A story of almost constant resignation to God's will is unfolded in this biography of Mabel Digby. Converted to the Catholic faith at 17 and a mother superior in the Order of the Sisters of the Sacred Heart before she was 31, Mabel Digby has a story of long years of service beyond the call of duty. Teacher, nurse, administrator, in whatever capacity she was needed, she served. She met

crisis after crisis cheerfully and efficiently. Her holiness and moral strength are recreated here in an inspiring biography for all ages.

Lord, That I May See

By Dr. N. G. Van Dornik. Cloth, 256 pp., \$2.75. B. Herder Book Co., St. Louis 2, Mo.

This book provides a detailed explanation of the religious faith to which Catholics subscribe. It is addressed both to the prospective convert and to the individual who merely wishes to know the details of Catholic belief and practices. While the language is simple, the presentation is on a high level.

Colonial Governor, Thomas Dongan

By J. G. E. Hopkins. Cloth, 184 pp., \$2.50. P. J. Kenedy & Sons, New York 8, N. Y.

This book splendidly achieves the purpose

of the entire series, which is to provide Catholic children with an understanding of the Catholic background of each of our American pioneers. Thomas Dongan, colonial governor of New York, had a life full of adventure and interest, and contributed very much to the American cause in the seventeenth century.

Catholic Hero, Casimir Pulaski

By Donald Adams. Cloth, 190 pp., \$2.50. P. J. Kenedy & Sons, New York, N. Y.

This is a juvenile biography of Casimir Pulaski, the heroic Polish Catholic leader, who helped the Colonial armies win important battles against the British. The book will be a valuable addition to upper grade and high school libraries.

(Continued on page 39A)

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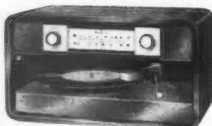
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MATCHING MODEL S404 RADIO AND PHONOGRAPH

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Leo F. Flatley, Director
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My Integrity Quotient

If successful teaching depended on the production of students, I could focus my pedagogical vision on intelligence quotients and be satisfied if book learning processes registered accordingly. But only too well do I realize that the goals of Christian education are not bounded by IQ's. It is little to my credit if a Quiz Kid emerges from the ranks of the high, and it is not to my disgrace if, in the depths of the low, there's a Johnny who can't read. Overemphasis on the accumulation of knowledge does not insure a less delinquent youth of today, nor does it assure the fine caliber parent of tomorrow. My manuals and guidebooks are concerned with reading readiness, with arithmetic readiness, with readiness in any subject which involves a new learning situation. But unless I supplement my daily schedule with a living readiness program, I'm merely the middleman in the book-to-pupil process; I've replaced my vocation with a job.

It's time I take inventory of my goals and methods, time I examine my teacher's conscience to determine if I'm too concerned with intelligence quotients and underevaluating the importance of an integrity quotient. This IQ program tabulates my real success as a teacher. It encompasses the scope of Catholic education. My professional as well as personal life will reap the spiritual fruits of a constantly motivated plan of action. My values will be proper hierarchy. The student product will be a man of character fit to take his place in a spiritual, social, as well as scholastic world.

**Sister M. Malachy,
B.V.M.**

507 Ascension St.
Des Moines 14, Iowa

The Integrity Program

An integrity program inculcates the principles of honor-in-act and truth-in-word. Although I've always aimed at establishing such a code of honor, I catch a new version of the approach in the term, "program." I hear all that the word connotes—a daily, hourly, systematized training in honor. I don't make it a solo venture. My pupils must be aware that such a program exists—a security that I'll keep my portion of the bargain. A portion of my authority I relinquish to the students. I set before them standards for the formation of right judgments, motivate their choice of the good, and trust them to do it.

The hallmark of an integrity program is an exchange of trusts. If I judge my own reaction to another's sincere faith in me, I'll appreciate that same response in my pupils. I do all within my power to measure up, to reach the standard set by one for whom I have an esteem which is founded on trust. Children reciprocate trust, but they keenly penetrate a veneer covering a suspicious nature. To tell them I'm putting them on their honor, and then immediately to enumerate a list of threats for those who fail does not ring the note of sincere trust.

Perhaps I've never advocated the psychology of the hickory stick, but I might be guilty of wielding the figura-

tive stick of discipline with as many immediate results and as few permanent effects. An integrity program cannot thrive in an atmosphere where *I reign*. I can become accustomed to issuing orders that every time I speak, whether or not I'm conscious of it, my commands sound dictatorial. If my values are in proper order I'll not be gratified to see jet-like performance at the sound of my voice, nor will I be especially proud of my ability to control any situation that falls within my scope of vision. The whispered communication, "She's watching us," falls far short of flattery and is indicative of the training that is no more lasting than my watchful look. Even the six-year-old regards a baby sitter with disdain. He loves to play, wants to be companioned, but he detests being watched.

Self-Discipline the Goal

Discipline is good, but self-discipline is better. It is the salvation of this age that is keynoted by freedom. The problem is not that young people enjoy great liberties of thought, word, and act, but that they have not learned how to use their precious freedoms. Discipline is a means to an end. I can't appraise the training for life that I am inculcating by the rigidity of my lines, or by the tomblike atmosphere in my classroom. If I haven't the elasticity to give on a rainy afternoon or during the week before Christmas vacation, my methods need renovation. I've become lopsided. I shouldn't have to lose the proverbial mile because I relent the inch. If that happens I must look within myself to determine if I can lay the blame on

my own lack of order and system, or to an inadequate preparation.

Give Students Responsibility

In a classroom I live the spirit of an age of democracy if the students help formulate the laws and the punishments incumbent on their violations. In most cases lawmakers are not lawbreakers. When I unself self, take the I out of my utterances and make it "Let's do this," or, "See if we can," I'm dissolving the cop-and-robbers attitude. Human nature guarantees that there will be plenty of failures, but there will be a 95 per cent for whom the glamour of putting one over is gone. If I can establish high integrity principles even the 5 per cent will make an honest acknowledgment of misdemeanor and willingly accept and fulfill a sanction.

Were I a St. John Bosco I need never resort to penalties and punishments. He maintained that a teacher should be so loved and respected by his pupils that if misbehavior caused him displeasure, that was punishment enough. My problem is to keep atonement from becoming a subjective thing. If I inflict a severe sanction for law breakage one day and pass off the same offense with a mere word on the next, I'm offending the sense of justice so prevalent in youth. The punishment must fit the crime. If fighting violates the code of honor that the students have formu-

lated, the school yard offenders know they must restore the social order by accepting penalization.

Supernatural Obedience

The twentieth century is not characterized by the practice of obedience or for its respect of law and authority. The adult generation can be labeled delinquent. Children need a formula for constructing the standards of right living. Daily I come in contact with children who haven't the slightest conception of the meaning of obedience. Parents haven't taken the time or the energy to give the basic training. An integrity program elevates obedience from the natural to the supernatural plane. No one is enthusiastic about a curb on his free will, and compressed student energies are especially resistful. I can stand over a pupil and demand his conformity to regulations, but very little character building results from mere servitude. In as many instances as I can, I explain the wisdom of and the need of a rule. I motivate performance. "Let's do it for this intention," indicates that each student has a freedom of choice. To comply is to stimulate the flow of grace not only to himself, but to the whole Mystical Body of Christ. Whether I realize it or not, I'm adding depth and meaning to obedience. The child is setting up a standard of values: he is aware that every act calls for a

decision. He has a freedom of choice — for good or for evil.

The Way to Heaven

My perseverance to an integrity program would be more secure if guide-books or manuals would list the do's and don'ts. Herein lies the challenge. My integrity quotient must be in the realm of the high. I can only set before my students the lofty standards of a practiced conviction. Burdened as I am with an overcrowded classroom, with a too heavy schedule, I still can't justify an assembly-line technique of dealing with my students. When Christ parabled the Good Shepherd, He must have had the classroom 1956 in view. The hundred outnumbers any modern day flock. The one stray wasn't lost for want of being sought.

An integrity program looks beyond the materialism of the world to fundamental values. My student ideal will be one who has learned to live in the presence of God. He will realize and accept his responsibility as a vital member in Christ's Mystical Body. He'll be prepared to take his place in society armed with the charming quality of being *nice*. My goals and ambitions are as ideal and as real as is the reach for sanctity. Personal integrity points the happiest, the safest, and the surest way to heaven, and lest I forget, I'm going that way, too!

54th Annual Convention National Catholic Educational Association Milwaukee Auditorium-Arena April 23-26, 1957



The Milwaukee Arena-Auditorium where the NCEA convention will be held.

Welcome to Milwaukee

Rt. Rev. Msgr. Edmund J. Goebel

Supt. of Catholic Schools

Archdiocese of Milwaukee

His Excellency, our Most Reverend Archbishop, Albert G. Meyer, Auxiliary Bishop Roman Atkielski, the clergy, religious, and laity of the Archdiocese of Milwaukee deem it an honor and a pleasure to serve as hosts to the 54th Annual Convention of the National Catholic Educational Association. We extend a most cordial welcome to the officers, delegates, and guests of this convention, and hope their visit to Milwaukee will be a memorable one.

"Gathering Place by the Rivers"

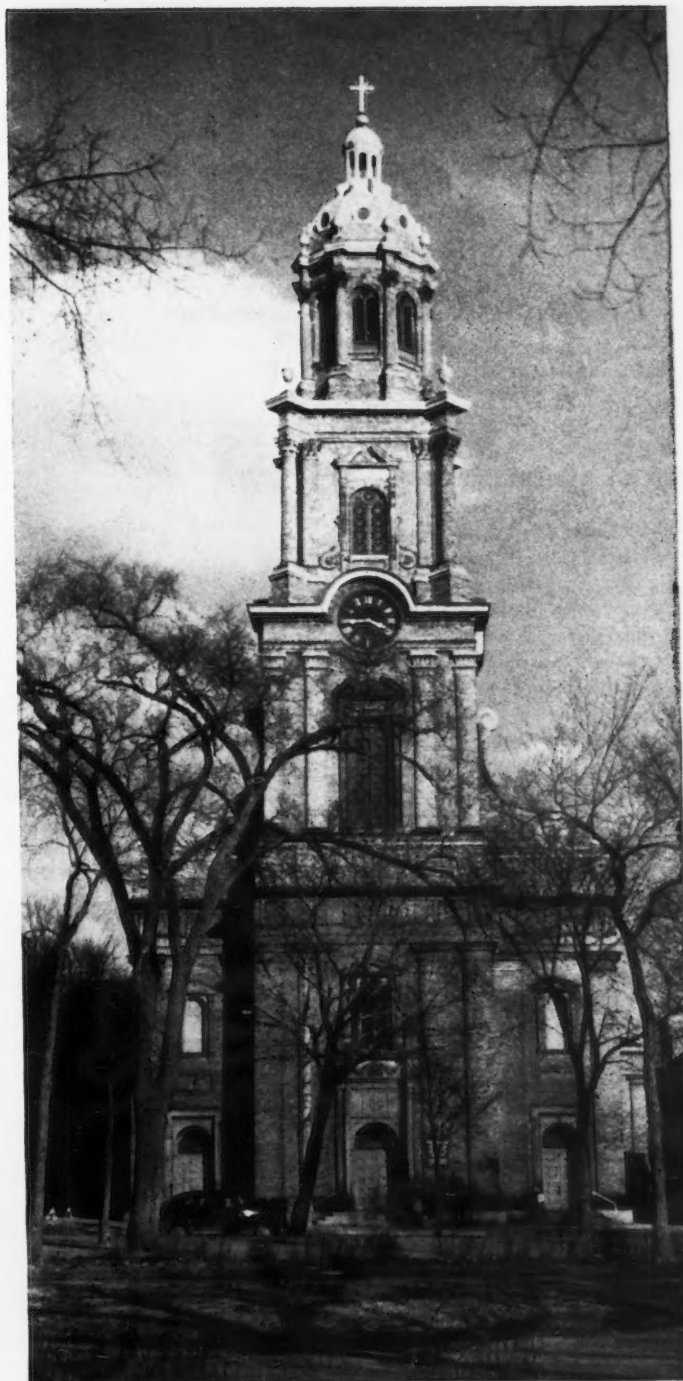
"Milwaukee" was named by its first inhabitants, the Indians, and is translated to mean "a great council place," "good or pleasant land," and "gathering place by the rivers." Here where the early Indians paddled their canoes, the unhurried waters of the Milwaukee, the Kinnickinnic, and Menominee Rivers mingle before entering Milwaukee's magnificent harbor, sometimes called the most progressive harbor of the Great Lakes. It is not infrequent in this harbor to see flags of distant lands flying from the masts of ships from Europe, North Africa, Canada, and the Caribbeans.

It is estimated that 9,000,000 tons of lake and ocean cargo are handled annually by the port facilities along these three rivers which serve 100 major overseas ports. When the St. Lawrence Seaway is completed in 1959, it is hoped that tens of millions of tons will be handled.

When you pass this harbor on your way to Milwaukee to attend the convention, it will be hard to believe that in 1842, the village of Milwaukee was located in this area and boasted of 4000 people. Now its population is about 850,000; if and when its suburbs become a part of Wisconsin's metropolis, Milwaukee will exceed 1,000,000.

First Permanent White Settlers

The first permanent white settler in this area was Solomon Juneau, a six-foot-four Frenchman from Canada. He possessed a



— Photo by Klein

St. John's Cathedral with its beautiful old tower and spacious, modern interior, including new marble altars, is one of Milwaukee's most interesting and venerable buildings.



Most Rev. Albert G. Meyer
Archbishop of Milwaukee, President
of the NCEA

wiry and commanding physique, and the Indians looked upon him as a father. It was with ease then, that in September, 1818, Juneau laid out his little village on the *east* side of the Milwaukee River, hoping beyond hope that eventually it would embrace twelve city blocks. A bronze statue of this pioneer, clad in the garb of a frontiersman, can be seen in Juneau Park today on the lake front. It is interesting to note that Juneau's funeral was held at the St. John Cathedral; he lies at rest in Calvary Cemetery, Milwaukee.

Kilbourn Town, later known as Milwaukee's *west* side, was laid out by a gentleman from Connecticut, Byron Kilbourn, as a rival town to Juneau. Jealous of Juneau's success and not dreaming that one day these two towns would be one city, Kilbourn set his streets running toward the river so as not to parallel those of his rival. For this reason, we now have the crooked bridges stretched across the Milwaukee River. It is interesting to recall that early communication between these two towns was achieved by ferry.

Milwaukee's *south* side was once known as Walker's Point. In 1834 George Walker, a surveyor and engineer from Virginia, built the first log house on the south side. He was a great land promoter and attracted many settlers to this area.

Today we are reminded of these three great men when we enter the Milwaukee Public Auditorium where three main halls bear their names. As we travel about the city, Juneau and Kilbourn Avenues make us smile as we are reminded of the rival towns of yesteryear.

First Church and School in Milwaukee

The first settled priest in Milwaukee was a native of Ireland, Rev. Patrick O'Kelley, who came here in 1842. His memory is kept sacred by St. Peter's, the first church in Milwaukee, which at present stands on the grounds of St. Francis Seminary, Milwaukee. Father O'Kelley also took care of the spiritual needs of the faithful scattered outside the city including Racine, Kenosha, Burlington, Oak Creek, and Granville.

When Rev. Martin Kundig took over the Milwaukee charge from Father O'Kelley, there were four other priests settled in Wisconsin with Detroit as their headquarters. In the fall of 1842 Father Kundig set up a school for boys in the basement of St. Peter's with an Irish master, Joseph Murphy, and a German master, Mr. Englehardt. Later this school included a girls' section.



Rt. Rev. Msgr. Edmund J. Goebel
Supt. of Catholic Schools,
Archdiocese of Milwaukee

Milwaukee — A Metropolitan See

Although Milwaukee had been in the vast diocese of Quebec and remained so for 100 years, it later belonged to the Archdiocese of Baltimore, and then in later successive years to Bardstown (1808), Cincinnati (1821), and Detroit (1833). In 1843, Milwaukee became a diocese with John Martin Henni as bishop; in 1875, Milwaukee became a metropolitan see, and Archbishop Henni was the first to hold the title of Archbishop of Milwaukee. Now Milwaukee is a flourishing archdiocese with one of its native sons, Most Rev. Archbishop Albert G. Meyer, at the helm.

Major and Minor Diocesan Seminary

St. Francis Seminary has achieved eminence in our country through scores of holy men who were trained there, many of whom are now wearing the miter and carrying the crosier, namely: Most Rev. Archbishop Albert G. Meyer, and Most Rev. Bishops A. J. Muench, William P. O'Connor, Francis Haas, J. B. Grellinger, and Roman Atkielski. St. Francis Seminary can claim as its sons countless other great churchmen, authors of books, musicians, and founders of societies.

The building expansion program at the seminary completed this year was a centenary project resulting in a new residence hall for students in theology, a dining hall, and gym facilities.

As Joseph L. Pierrons, a student in II Theology put it, "It is a hope and a dream forever. It is at once the realization of a dream which can never be fully realized. It is both the spur and the goal, the beginning and the end."



Marquette University High School — One of the dozen Catholic high schools in Milwaukee

— Photo by Klein

Milwaukee's Cathedrals

The first church in Milwaukee was also its first Cathedral. From 1844 to 1853 the small, modest St. Peter's served as Bishop Henni's Cathedral. Before long, however, the imposing and impressive structure of St. John's Cathedral replaced it.

Visitors to Milwaukee cannot help but admire this exquisite church with its adaptation of Grecian and Roman architectures. Its simple yet majestic interior with marble from Italy; glass from England, Scotland, France, and Italy (Venice); mosaics from Munich; and its Appalachian oak from America is a tribute to the unity that exists in a diocese which is made up of people from many European countries.

Education

Worthy of tribute are the pastors and parishioners of the Archdiocese of Milwaukee who under the leadership of their archbishops have built new schools or renovated and expanded old ones to meet the educational needs of our children.

In their most fantastic dreams, Catholics of this area a century ago could hardly conceive of this tiny mustard seed, a two-room basement school of 1842 flowering into a great archdiocesan school system of 194 elementary schools with an enrollment of 76,294; 15 ninth grades, 598; 22 high schools, 12,131; 4 junior colleges, 204; 5 colleges, 2,501; and 5 schools of nursing 963. In addition to these, there are 8 mother houses, 16 monasteries and minor seminaries, and 1 major and minor diocesan seminary, veritable gardens in which budding vocations are cultivated and brought to fruition.

Archdiocesan Department of Education

The Office of Education located at 437 West Galena Street is the headquarters for Rt. Rev. Msgr. Edmund J. Goebel, superintendent of schools, and his co-workers. Two secretaries and eight consultants aid him in his work of administration and supervision; curriculum planning, development, and improvement; adjustment and special education. These eight full-time diocesan supervisors represent eight of the religious orders teaching in the diocese. When not actually engaged in visiting schools, they make themselves available as consultants to principals, teachers, and others. They offer many services such as: conferences, counseling, testing, diocesan examinations, curriculum planning, building courses of study, and acting as representatives at various meetings and conventions. They are consultant or resource people—



An Aerial View of Down-Town Milwaukee

the liaison between the teachers and the superintendent.

Psychological services are offered to help solve problems that are beyond the ability of teachers, principals, and counselors. Students who deviate from the accepted pattern of behavior academically, socially, or emotionally, and those who are seriously maladjusted are recommended for this service. Since the abilities, interest, and capacities of children vary greatly, the cases are screened by a program of interview and testing. Those needing psychiatric counseling or therapy are referred to the Marquette Guidance Clinic or to the psychiatrists who work with the diocesan staff. Other cases may be solved by the superintendent or a supervisor by bringing about a better understanding between the teacher and the child, the parents and the teachers, or between the parents and the child.

Milwaukee's Great University

Located on Milwaukee's near west side, "up the Avenue" from Milwaukee's beautiful Lake Michigan frontage, and within walking distance of the Public Auditorium and other points of interest in the metropolitan area, the towers of Marquette and the spires of the Gesu Church point out the location of Milwaukee's great university. The city is justly proud of this great center of culture for its scholastic excellence which holds high repute among accrediting agencies and educators the world over.

With a heritage of \$16,000 from a

Belgian nobleman and the Jesuit educational principles from St. Ignatius as a nucleus, this great university advanced rapidly with the pioneering spirit it had received from Pere Marquette, early Jesuit Missionary and explorer, after whom it was named by Bishop Henni. Through the years these principles and this spirit have flourished, so that now after 75 years, Marquette can boast of 10 schools with 77 departments where 860 full- and part-time professors from all over the world provide excellent instruction in every academic and professional field for more than 10,000 students. The university's 30 buildings include chapel, library, laboratory, classroom, and recreational facilities.

Other Colleges

Cultural advantages and some professional opportunities are also offered by the other five colleges in the Milwaukee Archdiocese. Because of exceptional equipment and superior faculty training in special fields, each college has some special features such as teacher training, occupational therapy, home economics, music, education for teaching exceptional children, and reading clinic.

Points and Places of Interest

Milwaukee's guests will want to see our places of interest such as: the Public Museum, Central Library, Art Institute, Mitchell Park, Whitnall Park, and others.

Milwaukee's free *Public Museum* displays three floors of magnificent exhibits



The "Milwaukee Clipper," a Lake Michigan pleasure craft, steaming into Milwaukee's magnificent harbor.

including three-dimensional groups illustrating nature and man. The "American Indian Hall" rates with the world's best exhibits. Soon this museum will be replaced by a modern, six-story air conditioned building with the first three floors for exhibit purposes and a planetarium extending into the third and fourth floors.

Milwaukee's *Central Library* is one of its greatest assets. Its beautiful new \$3,500,000 addition houses more than 90,000 books and other materials.

The *Milwaukee Art Institute* is the scene of special art shows and educational lectures and offers services of traveling exhibits.

Milwaukee's Park System is nationally famous. Its 81 parks, parkways, and squares cover almost 7630 acres. Outstanding among these parks are *Mitchell Park* in which the nationally famous sunken gardens and botanical conservatory are located. Flower shows are held the year round. *Whitnall Park* is another natural beauty spot with botanical conservatory and arboretum which attract thousands of visitors annually.

Wisconsin's Metropolis

Here is "Old Milwaukee," the city of energy, enterprise, and thrift, of which MacArthur spoke in his message to Milwaukee on her hundredth birthday.

"Here has been demonstrated that people of different lands and divergent views could join together in harmony and understanding in the common task of erecting from the wilderness of 1846 a great city."

WELCOME TO WISCONSIN'S METROPOLIS

"Education and Communication" Theme of the 1957 Convention

General Sessions

The convention will be opened with a solemn pontifical Mass at 9:30 a.m. on Tuesday, April 23, at Bruce Hall in the Milwaukee Auditorium. Most Rev. Albert G. Meyer, Archbishop of Milwaukee and President of the NCEA, will celebrate the Mass and preach the sermon. Music will be rendered by the choir of St. Francis Seminary, Milwaukee.

The opening general meeting will follow the Mass in the same hall. The keynote address will be delivered by Charles J. McNeill, general manager of Geo. A. Pflaum, Publisher, Inc., Dayton, Ohio. The theme is "Education and Communication." In preparing the program, the theme has been considered in its widest sense to include every medium by which knowledge is exchanged.

The formal opening of the vast educational exhibits of up-to-date educational tools, books, and supplies in every field will take place at 2:00 p.m. in the exhibition hall of the Auditorium-Arena on the opening day.

The closing general meeting of the convention will be at 10:30 a.m., Friday, April 26.

Departmental Meetings

The special program of the Major Seminary Department will be opened with an address by Rt. Rev. Msgr. Frederick G. Hochwalt, secretary general of the Association. His subject will be "The NCEA."

On Thursday, April 25, at 12:15 p.m., the two seminary departments—major and minor—will hold a joint luncheon, the principal feature of which will be an address by Archbishop Meyer.

The College and University Department has an extensive program covering many phases of college and university education, graduate and undergraduate.

The Secondary School Department will consider: religion, radio, television, and movies; student activities; communication arts; recognition of propaganda techniques; and social studies. Priests, Brothers, Sisters, and lay people are on the program—Brothers are especially well represented.

The program of the Elementary School Department will be opened with an address by Most Rev. Lawrence J. Shehan, Bishop of Bridgeport, Conn. His subject is "Catholic Education and Modern Media of Communication." The general theme is represented on the program by: public

relations, creative expression, art, oral and written English, television, and "Communication with God through Science." The closing meeting on Friday at 9 a.m. will feature a talk by Rev. John A. O'Brien entitled: "Telling Our Story to All."

The Special Education Department has become one of the most important and active sections of the Association. The opening meeting will include papers by a physician, a psychologist, and a psychiatrist. Subjects included in the sectional meetings include: speech, adjustment, school nurse, kindergartens, remedial reading, counseling the gifted child, guidance, the delinquent, social work, teaching religion to the blind, teaching the cerebral palsied child to converse, teaching religion to the deaf.

The Vocations Section has specialized the general convention theme to read: "Media for Fostering Vocations." There will be a variety of meetings for vocation directors, teachers, and priests.

Related Activities

Several meetings are scheduled for Newman Club chaplains. There will be three sessions on architecture and school plan-

ning; two meetings of the Commission on Adult Education; and daily meetings of the Catholic Audio-Visual Educators. The National Catholic Kindergarten Association will hold sessions on Tuesday, Wednesday, and Thursday. On Thursday afternoon there will be a tour of Milwaukee Kindergartens.

Organizations holding special meetings during the NCEA convention, and not mentioned above, include the Catholic Business Education Association which holds its separate convention; the Jesuit Edu-

cational Association; and the Sisters of Mercy.

Convention Committee

Most Rev. Albert G. Meyer, Archbishop of Milwaukee, is the honorary chairman of the convention. The general chairman is Rt. Rev. Msgr. Edmund J. Goebel, superintendent of schools for the Archdiocese of Milwaukee. Other members are: Rt. Rev. Msgr. Frank M. Schneider, rector of the major seminary in Milwaukee; Rt. Rev. Msgr. James E. Kelly, rector of

St. John's Cathedral, Milwaukee; Rev. Raymond McAuley, S.J., of Marquette University, Rev. Raymond Punda, principal of Notre Dame High School, Milwaukee; Rev. Philip Schwab, pastor of St. Mary's Church, Milwaukee, and diocesan director of the Confraternity of Christian Doctrine; Rev. Franklin Kennedy, editor of the Milwaukee archdiocesan newspaper, the *Herald-Citizen*; and Brother Fred Weisbruch, S.M., principal of Don Bosco High School, Milwaukee.

Building a Catholic School System

The Catholic school system is 102 years old. It began on May 5, 1852, with the setting up of a central "Committee for the Education of Catholic Youth."¹ Ven. John Neumann, C.Ss.R., Philadelphia's fourth bishop and one of America's four episcopal candidates for canonization,² was its founding father.

As the 41-year-old Bishop called together that memorable meeting he must have realized that it was a focal point not only of all the work for America's Catholic schools dating back to Colonial times, but also a high point in his own life of dedication to the field of educating America's young Catholics.

Bishop Neumann had a thorough personal knowledge of the school question. "In his first four years in America, in primitive missions around Niagara Falls, he had, by 1840, established an elementary school in almost every one of his dozen or more scattered mission stations. He himself often filled the office of teacher."³ After joining the Redemptorists, Father Neumann wrote, in German, two catechisms, one of which went through 38 editions⁴ and also a Bible history, for the benefit of the young people. Later on, as superior of the American vice-province of the Redemptorists, he played a large part

Donald MacKinnon, C.Ss.R.

Redemptorist Seminary
Oconomowoc, Wis.

in bringing the School Sisters of Notre Dame to the United States. Mother Caroline, whom Neumann accompanied on a tour of the Midwest, praised him as a director of the Sisters, administrator, and teacher. His unexpected visits to her classroom and valuable suggestions in pedagogy she treasured. "Children often said to me: 'Sister, Father Neumann looked right into my heart.'"⁵ As vice-provincial, Neumann also had a great deal to do with saving America's first community of Negro nuns, the Oblate Sisters of Providence, from dissolution because of financial embarrassment.

Neumann's humility and love for schools were so well known by the time he was appointed bishop of Philadelphia in 1852 that his clergy, led by the vicar-general, proposed to honor his arrival in the city not with a grand public demonstration, but by putting money aside to establish a new school. This delighted Neumann. "Oh how I thank you, gentlemen," he told the clergy who met him at the depot, "for this quiet but cordial reception. It is just what I wished."⁶ He had been established in his see only five days when a first preparatory meeting about Philadelphia's Catholic schools was held. It was composed of pew

holders from several parishes under the direction of the beloved Jesuit Father Barbelin of St. Joseph's College.

The actual inaugural of the school board came on May 3 with a meeting at the Bishop's residence. The pastor and two laymen represented each parish. As president, Bishop Neumann introduced the business of the board. It was twofold: "first, to deliberate upon some practical method of instruction, without however, interfering with the finances of the different schools, the appointment of teachers, or the introduction of textbooks; second, by the collection of monthly contributions to assist in the maintenance of such schools. . . ." Thus the school board, which was to meet monthly from then on, left most of the decisions with individual pastors. The Board's authority came, under the direction of the Bishop, through the collecting and distributing of funds.

In this regard, subsequent meetings of the school board set up a "special society to protect and educate poor Catholic children."⁷ This was called *The Young Catholic Friends' Society*. The central board itself raised money by charging a dollar's initiation fee and twelve and a half cents monthly dues to its members. Actually, emphasis on financing Catholic schools, both those few already in existence and the many more planned by Bishop Neumann, had become a prime necessity. The reason was that, as in the early 1840's America's public school systems began to develop, public funds hitherto "available for Catholic schools in some localities were withdrawn."⁸

¹John A. Berger, C.Ss.R., translated by Eugene Grimm, C.Ss.R., *Life of Right Rev. John N. Neumann, D.D.* (New York: Benziger, 1884), p. 343.

²Archbishop Cicognani in *Sanctity in America* (Paterson: St. Anthony Guild Press, 1939), treats of four bishops who lived under American sovereignty: Neumann, Rosati of St. Louis, Loras of Dubuque, and Baraga of Marquette.

³Sister Maria Kostka Logue, *Sisters of St. Joseph of Philadelphia* (Westminster: Newman, 1950), p. 108.

⁴Archbishop Cicognani, *op. cit.*, p. 31, remarks that Neumann's catechism "was approved by the First Plenary Council of Baltimore in 1852." It was the first of our *Baltimore Catechisms*.

⁵Michael J. Curley, C.Ss.R., *Venerable John Neumann, C.Ss.R.* (Washington: Catholic University of America Press, 1952), p. 133.

⁶Berger, *op. cit.*, p. 326.

⁷Berger, *op. cit.*, p. 343.

⁸Curley, *op. cit.*, p. 208.

⁹Curley, *op. cit.*, p. 210.

Of course, at the core of the question, as Bishop Neumann outlined it, was the fact that in these same years public schools definitely took on that indifferentism in regard to morality which leads to godlessness. Neumann spoke strongly and clearly about a situation which he saw would cause irreparable harm to a young Catholic's faith. "Our Catholic youth," he wrote, "can be saved only by Catholic schools."¹⁰ Hence the pressing need to build and maintain more Catholic schools. Hence the school board.

As it turned out, Neumann and his Central Committee could congratulate themselves that, in the first thirty months of his episcopacy, enrollment at Catholic schools had risen from 500 to 9000.¹¹ St.

¹⁰Berger, *op. cit.*, p. 342.

¹¹Curley, *op. cit.*, p. 211.

Michael's in Philadelphia counted nearly 900 pupils on its opening day; St. Patrick's 800. In fact a noticeable drop was remarked in attendance at the city's public schools. One daily paper reported: "We regret to see that the most esteemed denomination in this city has withdrawn its confidence from the public schools."¹²

To staff these schools, Bishop Neumann introduced several religious communities into the Philadelphia diocese. They included the Christian Brothers, and the Brothers of the Holy Cross, the Sisters of Notre Dame de Namur, the Sisters of the Holy Cross, and the Sisters of the Immaculate Heart of Mary. He founded the Sisters of the Third Order of St. Francis,

¹²Berger, *op. cit.*, p. 346.

after discussing the matter in Rome with Pius IX.¹³

Milwaukee's Archbishop Sebastian Messmer summed up Bishop Neumann's work for Catholic schools quite adequately in a letter to Rome on September 16, 1892: "Among the Bishops of the New World, he (Neumann) has been the first and most energetic defender of the parochial school and of that Catholic education which, from that time on, the repeated declarations of the Sovereign Pontiff and the Councils of America have proclaimed to be necessary."¹⁴

¹³Though it is not strictly the subject of this short article, it may be worthwhile remarking that Bishop Neumann performed notable services also in the field of higher education e.g. establishing the Sisters of St. Joseph at McSherrystown and Chestnut Hill.

¹⁴Andrew H. Schreck, C.Ss.R., *The Venerable John Neumann, O.S.V.* Press, 1956, p. 33, quoting the *Summarium Additionale* for the cause.

Children's Participation in the Holy Week Liturgy

The Restored Rite for Holy Week is easier for children than the former rite in the opinion of a group of Sisters of St. Joseph of Carondelet of the St. Louis (Mo.) area who were active last year in training students for participation. They observed that the young people seemed not only to take hold of their parts more readily, but to gain immensely more spiritual profit from their worship.

These Sisters, consulting with their supervisor of school music, Sister Rose Margaret Vander Zanden, C.S.J., reported on their program of 1956 and made plans for its improvement in 1957. Realists all, they listed suggestions for their fellow directors of participation in their congregation's schools which are passed on here to

Sister Anne Catherine, C.S.J.

St. Joseph's Provincial House

St. Louis 11, Mo.

readers who may have had problems in common with them.

Informed participation is a first consideration in the new rite. Hence solid instruction in its meaning is important. For the teacher's orientation, several excellent books are available, and also numerous articles in this year's and last year's periodicals, most of them suitable for reading in community as well as privately. Two paperbacks from Liturgical Press, College-

ville, Minn., are particularly apt, they are *Preparing for Easter* by Rev. Clifford Howell, S.J., and *Holy Week and Easter* by Rev. Jean Gaillard, O.S.B.

Older students could profit by these two books, especially Father Howell's; and high school and upper grades could have lessons from *Full Measure of Grace* by Sister Jane Marie, O.P. (Fides Press, Chicago 19, Ill.). For younger children, Sister Jane Marie has revised and enlarged *Our Week of Grace* (Fides).¹

In the "techniques" of participation, students, whatever their age, should be trained early and consistently by priests, Sisters, or layfolk, or any combination of them. Good material for intelligent participation should be selected and then used by all concerned, both at the practices and during the services.

The Children's Role

The best use of students for singing is to train them for all congregationally sung parts and then "plant" them in the church to support the congregation in its singing. All children who are to be present, either singing or not singing, should be trained for the recited parts of the rite. Students

¹Teachers will be interested in reading *Singing the Liturgy*, by Sister Marietta, S.N.J.M. Cloth, 301 pp., \$4.50, The Bruce Publishing Co., Milwaukee 1, Wis. It was published in 1956. — Editor.



— G. C. Harmon



Upper grade children at The Nativity School, St. Paul, Minn., preparing to participate in the Holy Week liturgy.

may practice for singing, recitation, and processions with their own group, or they may practice with the adults of the parish.

Students can be of help with recitation and singing if they sit with their families, provided their elders, too, have been given some previous training. However, if children are placed in a group, the same group with which they have rehearsed, they will perform with more assurance, and so this is advised if much depends on their singing.

Under some conditions, students taught certain parts of the service, as for example, the refrain *Gloria, Laus et Honor* of the Palm Sunday procession, can be encouraged to sing them at home so that others of the family will become acquainted with them and sing them in church. The use of the microphone by the leader during practices and during the services themselves can be of extraordinary assistance. If students form the only choir for the services, a carefully picked group of them should be trained. A reminder is that only children who can come safely to night services should be included.

The place where the students as a choir will sing depends on the size of the church, the age and number of the singers, and other conditions. The least favorable place for them is the choir or gallery of a church, unless the organ in the choir is necessary for them. One good plan is to have them on both sides of the middle aisle.

Sing Without Organ

During restricted times, such as Holy

Week, the organ is tolerated to support the chant, but when the singing ceases, the organ should cease. It is used for the *Gloria* of Holy Thursday and not again until the *Gloria* of the Easter Vigil, except for giving the pitch.

When the chant melody for a part in the service cannot be mastered, the part may be sung on a Psalm tone, as tone eight, or six. If even this is too difficult, the part may be sung *recto tono*, that is, merely recited on a single rather high tone. When necessary, parts being sung may be repeated, as the four early verses of the *Pange Lingua* during the Holy Thursday procession.

In the processions, it is not wise to use groups of very small children. All in line should sing, at least in the refrain-like parts. Altar boys should sing whenever their duties allow them. Candles carried by children—and others, for that matter—should have protecting shades. Candles guaranteed not to drip have been developed recently for processions and the Easter Vigil ceremonies.

Singing accompanies the processions, including the procession of communicants on Thursday and Friday. In reviving the an-

cient custom of chanting during Communion, the new Ordo suggests for Thursday with the Communion antiphon such Psalms as 22, 71, 103, and 150, and for Friday, Psalm 21, or one of the responsories of Matins.

Indispensable manuals have appeared almost overnight, due, in part, to the zeal of the National Liturgical Conference. Of the dozen or so missals for the week, one had a press run of more than a million and a half copies with unfilled orders for a million more. It is *The Masses of Holy Week and The Easter Vigil* by Dom Godfrey Diekmann, O.S.B., editor of *Worship*, a liturgical review very helpful in this connection. Both are from Liturgical Press, Collegeville, Minn.

For the directors of all forms of participation is available, among other manuals. *The Ceremonies of Holy Week for Pastors, Servers, Choir Directors, Masters of Ceremonies, and Sacristans*, by Monks of Conception Abbey (Abbey Press, Conception, Mo.).

For musical directors, there is material taking care of even the least experience. At the top for ease in learning is the offering from the competent Gregorian Institute of America (2132 Jefferson Ave., Toledo 2, Ohio) a set of Holy Week choir cards and, following the cards exactly, a set of recordings of the music and spoken rubrical directions. The music is a special simplification. A manual of the music, and accompaniments, motets, and other printed and recorded items for choir and celebrant also come from the Gregorian Institute.

A veteran of Holy Week 1956 is *Complete Music of the Restored Holy Week Liturgy* from McLaughlin & Reilly (Boston 15, Mass.). A new edition of the *Liber Usualis* with the Holy Week chant is now distributed, published by Desclee of New York (280 Broadway, 7).

Finally, all Catholic teachers on all levels should contribute to the impact of Holy Week on their students by providing such intellectual and "participational" instruction as only they can give, curricular and cocurricular—this so that in their home parishes the students may not only share intensely in the Paschal mysteries, but may be a welcome support to the congregation, taking, if it is typical, its early, uneasy steps to full participation.



CATHOLIC SCHOOL JOURNAL

Editor

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CORCOVADO: CHRIST THE REDEEMER

A LENTEN THOUGHT

Corcovado is one of the highest mountains in Rio de Janeiro, dominating the amazing mountains jutting out of bay and ocean, and on land, and the architectural wonders which man has produced in the apartment houses which make Rio de Janeiro a beautiful city in the sky. All this beauty, grandeur, and architectural ingenuity is forgotten as one contemplates the immense statue of Christ the Redeemer resting on the top of Corcovado. As one walks about the city or rides in its buses, the great image comes in view and one utters an ejaculation or says an "Our Father," even during the many times it comes in view. One is impressed occasionally as the clouds enfold the mountain and the *Christus* appears there in the clouds and one readily imagines a new Ascension is taking place. Or one thinks as the clouds envelop mountain and statue, that He is always

there physically — and even spiritually in the midst of man's life.

The outstretched hands of the *Christus* bring to mind constantly the thought: "Come to me all ye who are heavily burdened and I will refresh you."

On day after day for several months in connection with these experiences, there came constantly to mind the story of the *Great Stone Face* by Nathaniel Hawthorne. This thought came spontaneously: Wouldn't it be a great thing if the Carioca (people living in Rio) would feel the radiance of the beneficence and hope of Christ the Redeemer, and like the people in the White Mountains, rejecting the worldly and tawdry ideals represented by Mr. Gathergold, Old General Blood and Thunder, and the statesman politician of great oratorical gifts "who could make a kind of illuminated fog with his mere breath, and obscure the natural daylight," and even of the great poet who lived among "poor and mean realities," would find the true divine in the simple beneficence of a Brazilian Ernest radiating his goodness to all his neighbors.

Or even better, the consummation devoutly to be wished would come if the whole people sensitive to finer issues would rise to the highest, even divine potentialities of the redeemed human nature, which they share. — E. A. F.

DOES TEACHING LANGUAGE INCLUDE LITERATURE?

There is a general interest in Brazil in the English language. Thousands of students are registered in language courses in the binational centers. A great many persons read English. They are less certain about the speaking of English and of hearing lectures in English. They like to hear English spoken, but they often ask to have it interpreted in Portuguese.

An Inadequate Study of Language

While I was on a recent visit to Brazil for the State Department, I spoke to the high school teachers of English in Sao Paulo and in Belo Horizonte on the teaching of literature. I had deliberately selected the subject because of the emphasis on a practical control of the language for routine communication. The emphasis I wished to make was that such control of language with its limited vocabulary, its emphasis on denotation rather than connotation of words was a very rudimentary phase of language learning. A study of language

that did not result in the reading and appreciation of great literature in the language was an inadequate study of language. The students must become acquainted with the "best that has been thought and said." It must reveal the "precious life blood of the master spirits embalmed and treasured up on purpose to a life beyond life."

A Failure of School Readers in American Schools

In this connection I made a preliminary examination of what is certainly one of the most widely used series of readers used in American schools, and was surprised at the lack of any genuine literary material, the presence of so much pedestrian "stuff" prepared for the series, and the wholly unimaginative pedestrian prose of the made material.

It was consoling indeed upon my return, to the United States to read Dorothy Thompson's article on "Why and What Should Johnny Read" in the October, 1956, *Ladies Home Journal*. Our author is surprised to learn that the only function of teaching reading, according to the pedagogues is "functional skill," which she says "seems to mean a person's functioning as an employable person, or a literate citizen or one able to continue his education for more efficient performing of 'functions.'" And in this connection Miss Thompson coins the happy phrase — in describing the end product of our efforts to reduce illiteracy — "literate illiterates." Is not this exactly what is happening in our school "product"?

The point of the article is convincingly made in the comparison of the old McGuffey Readers of the nineteenth century and one of the best series of today. The detailed comparison, book by book, brings out the literary, imaginative, even haunting character of the one and the pedestrian language of trivia of the other. The contemporary books make their great claims on the vocabulary tests suited to the child's development as determined by the tests of the "experts" — expert be it said, on the basis of tests of their own methods. In the Brazilian talks I made nostalgic references to Swinton's Fifth Reader which I remember clearly and to the Heart of Oaks series edited by Charles Eliot Norton of Harvard. These references included references to Cyr's readers which were transitional in character, which I used as a teacher in elementary schools.

Qualities of Literature Appealing to Readers

There are two additional points made by Miss Thompson which we must make briefly. Let us quote in her language the first one:

"A question is not only 'Can Johnny read?' but 'what makes him want to read?' And what makes the child want to read is not only information or a banal story about familiar things and types but his awakening, *if it ever comes*, to the brilliance, magic, fancy, imagery, metaphor, rhythm, percipience, freshness, and originality of thought and expression, commanded by great masters of prose and poetry."

The other thought almost echoes Matthew Arnold's statement that literature was the "profound application of moral ideas to life." Miss Thompson says:

"All life is struggle and the essence of struggle is between good and evil. Not a single great and enduring work of art as expressed in words has failed to meet the challenge of this struggle. The greatest literature is moral.

"Give the child great literature and, without preachment, he will discern between good and evil and yearn and learn to do good." — E. A. F.

CHILDREN AND MODERN LANGUAGE TEACHING

(Written in Rio de Janeiro at Christmastide)

In the midst of this amazing physical environment of Rio de Janeiro with its mountains jutting out of the ocean in every direction, and with these amazing apartment buildings on a narrow strip of land constituting ocean beaches, especially that circular beach called Copacabana, one's thoughts easily take wings. This is especially true as one is continually reminded of Christ the Redeemer on the top of Corcovado.

Today in this Christmas season one's thoughts turn toward the children who find here in this snowless environment the eternal spirit of Christmas. Here in what is to them an alien tongue, they hear again the "greatest story ever told" in its beginning. And one hears these American children telling each other in the new accents of Brazilian Portuguese their joy and happiness. It is interesting to watch these children less than five years of age, particularly those of American army officers, talking their recent



A View of Corcovado in Rio de Janeiro, Brazil, with the dominating statue of Christ the Redeemer.

acquisition with all the articulateness and gestures of natives. They chat with each other, talk intensely to their dolls, and "carry on" with ease with the servants the daily routine of life. These are preprimary children trained in a local Brazilian private school. What a contrast it is with children learning Portuguese in schools where the main instruction is carried on in English, and where the grammatical approach is used with older children.

This returns our thoughts to American education and the precious time and priceless life that is wasted on our pitiable results in modern language teaching. The Brazilian situation, which we described, makes it clearer that we should begin our foreign language instruction in the elementary school, and while all instruction cannot be conducted in a foreign language, its beginning as early as possible by direct methods will save precious hours in college for the substantive study of knowledge in all fields on a genuinely intellectual level.

This JOURNAL has long favored such a program, and we are glad to note an increasing, though not adequate, response. — E. A. F.

IN GOD WE TRUST

"And this be our motto
In God is our trust"

There are increasing signs that we really believe "In God We Trust" is our motto. One is the bill recently signed by President Eisenhower providing that when new coins are minted or currency

printed, the motto "In God We Trust" shall appear.

Back of this is an interesting story. George Sokolsky in his column traces this custom back to the early days of the Civil War. A suggestion of a minister to Lincoln in 1861 resulted in a request to the director of the Mint to prepare a device which would include the name of God on our coins. After three years agitation Congress passed in 1864 a law authorizing the use of "In God We Trust" on a two cent piece. The following year it was made permissive on other coins. The "motto" was milled on some coins that had included it. Patriotic societies recently campaigned for the restoration of the motto, resulting finally in the act signed by President Eisenhower making the placing of the motto on all bills and coins mandatory. It should be noted that the original plan always referred to coins.

It would be interesting to have the class and their parents see how many coins and bills have the motto at present, and to note new issues to locate the motto on bills or coins on which it had been omitted. In looking over some coins and bills immediately available we find the motto on the pennies, nickles, dimes, quarters, and dollars, though strangely enough omitted on the Columbian half dollar issued in 1893, nor did we find it on a Buffalo nickel without date. We do not find the motto on any of the bills here, a one, five, twenty, or fifty dollar bill. Checking on this will be a good reminder of our "trust in God"—and the government's expression of trust in God. — E. A. F.

Summer School for Pre-High-School Students

Admitting boys to our Catholic high schools is no longer the easy job it used to be. Today, the admission office has become a very serious responsibility in both college preparatory schools and in the larger general high school. In many instances, the Catholic high schools are not physically equipped to admit the large numbers of eighth graders who apply.

Besides the problem of numbers, there is the ever present problem of getting the right child in the right curriculum; or of having the proper curriculum for the specific children who apply. Registrars in typical college preparatory schools automatically must select only those eighth graders who are ready to handle Latin and algebra. Registrars in the large general high schools have a more complicated situation because a more varied and mixed group apply for admission and because many of these children do not seem to be ready for any ordinary high school program of study.

Two Retarded Groups

The several reasons why these children do not seem to be ready for high school may be boiled down to two basic ones. Some youngsters are intellectually retarded and some are educationally retarded. Here at St. Joseph High School, a seven-year-old general high school in Cleveland, there were 636 boys who took the entrance test in April, 1956. Forty of these boys had achievement scores equivalent to fifth and sixth graders; and about 150 others had scores indicating 2 to 15 months below average.

The general high school has a responsibility in planning a curriculum for these slower students. These pupils should not receive simple "custodial" care from the school. They require different but definite standards. If the school cannot make these provisions, there would be danger of harming such students if they were accepted.

The Registrar's Problem

His Excellency Archbishop Edward F. Hoban built this large diocesan high school fully equipped to handle a wide variety of talent. With such a full study program possible many slow learners can receive all the attention they need. The other half of

Rev. Eldon G. Reichert, S.M.

St. Joseph High School
Cleveland, Ohio

the problem refers to the admission officer who must decide on the acceptance of properly oriented students and on allocating them into suitable programs. However, this is not quite so simple.

To cope with this situation, the school authorities organized a summer school program in 1954, as an absolute requirement for the applicants who distinctly scored below average on the entrance test. The plan was to help both the educationally retarded boys and the intellectually retarded boys. The former needed such a spur to encourage them to work up to their capacity, and the latter needed that extra assistance to prepare themselves psychologically and scholastically to undertake the responsibility of seeking a *bona fide* high school education.

In the past three years definite progress has been made in the admission policies of St. Joseph High School. This past spring, for example, more than 150 applicants who were below-average achievers were each informed in an interview with their parents and a school counselor that they had to submit to some formal remedial work during the summer before they could be admitted to the regular September freshman class. More than half of these boys were readily convinced of the value of this plan. They were free to attend reading clinics at John Carroll University or Western Reserve University, or to attend public school summer sessions in English and/or mathematics. Instead, most of them preferred to attend summer school in the school in which they wished to be matriculated. The standards were a challenge and the students seemed to meet that challenge.

Summer School Preparation

Instead of giving a simple review of English, emphasis was placed on reading, oral and silent; and so the 86 applicants to St. Joseph's first summer sessions were

divided into six reading classes averaging about 15 boys per class. Three teachers handled these classes, and three others handled the five classes taking remedial mathematics. There were two one-hour courses, one in English and one in mathematics with a 15-minute break between classes. About 60 of these boys took both mathematics and English.

For mathematics, the teachers used the first six units of *Foundation Mathematics for Secondary Schools*, by Barboo and Osborn, as a text. They spent much time in drilling fundamentals and gave assignments each day. For most of these boys this was their first experience in a classroom with a male teacher. This factor and the small size of the classes amazed the youngsters and helped to spur them into realizing that both they and education were an important and serious personal adventure.

For the remedial reading classes, the teachers used *Modern Reading, Book 1*, as a foundation text. The *Reader's Digest* and many special reading books were provided for the students. Daily, moreover, each class moved to a separate room where a teacher's aide operated the Controlled Reading Machine, thus freeing the teacher to discuss vocabulary and observe the reactions of the students. Each group read 26 short story films during the summer school. Immediately after each film a short objective test of 15 questions was given. The use of the machine was a powerful stimulus in encouraging interest and at the same time conveniently breaking up the hour long period.

In addition to the film reading, the teacher assigned reading lessons from the workbook, drilled vocabulary, and reviewed some grammar. The students also read complete books in fields of their interest. Group reading and individual oral reading were practiced, and reports or compositions were demanded in varying degrees. The students had to obtain a library card if they did not already have one.

An optometrist supervised a rather thorough eye screening examination for each of the boys. Information on the few boys needing glasses was forwarded directly to their parents.

Results Were Favorable

Results already obtained may be misleading, because the conclusive report will be determined by the number of boys from this group who earn a high school diploma. However, a very encouraging set of statistics was obtained from the testing procedure, conducted before and after the summer school courses.

A California *Mathematics Achievement* test and retest on an equivalent form was administered. Sixty-six boys showed an average increase of one year and 5 months; while 8 boys showed an average decrease of 8 months. The first testing was done April 9, and the second on July 27 (immediately after the 6 weeks' summer school).

Using the California *Reading Comprehension* test and retest, we found that 63 boys increased an average of one year and 2 months; and 11 decreased an average of 7 months each. The first test was given on April 9 and the retest on September 18.

Very dismal results were obtained from the pretesting and retesting we did with the Triggs—*Diagnostic Reading Tests*, Form A and Form B, published by the S.R.A. The boys were tested the first and last days of the summer school, Form A on June 18 and Form B on July 27. The increase was very slight, one class even

showed a total decrease in the raw scores.¹ When submitted to a t-test, these results seemed to be valid, although they did not show the significant gains obtained when retested over the 6 months period, instead of the narrow 6 weeks period. One reading authority at Western Reserve University claims she never retests within less than 6 months in her reading groups because students rarely show reading improvement in such short periods. The skills they learned need some time for development.

Some 32 pages of statistics are contained in a report covering this first serious attempt to conduct a pre-high-school summer school at St. Joseph's. The statistics can be very misleading because they do not reveal the healthy attitudes developed in almost 75 per cent of these youngsters. Comments they recorded in some of their final compositions are of the type a teacher waits years to receive from his students. Of course, a summer school of merely six weeks is not a cure-all. Everyone realizes that. But, every boy attending such a program can be introduced psychologically

¹In a special study made at John Carroll University, Form B of the Triggs *Diagnostic Reading Test* was proved to be more difficult than Form A. This thorough study was made by Frank R. Sircky and is entitled: *A Statistical Analysis of the Equivalence of Forms A, B, and C of the Diagnostic Reading Tests, Survey Section*. Perhaps this finding will help explain somewhat why this particular group of summer school students did not show more improvement when tested as they were.

and scholastically to the type of intellectual skills necessary to achieve success in high school. The program tends to attune them mentally to the type of achievement expected in high school.

Presently, the majority of the summer school boys are among the three small groups of ninth-grade students taking a daily reading class here at St. Joseph's. For the most part the teacher is attempting to continue the work these boys started during the summer. The experience gained through conducting these three classes should also be of immense benefit in improving methods for the future.

In conclusion, we would like to mention again that our primary purpose was to get these boys ready for real high school work. This was an excellent opportunity for the local faculty to become acquainted with the problems peculiar both to the ill-prepared students and to the ordinary slow learners—the very students who frequently become problems in an average high school. The teachers were very enthusiastic about working in such ideal circumstances with a challenging program.

We plan to enlarge our program next year and we shall attempt to improve the methods so that more boys will have the opportunity of finishing their regular high school career successfully in a Catholic high school.

How to Train Sisters for the Catechetical Apostolate

No American Catholic ever will deny that the high standard of American Catholicism—simple faith, solid religious knowledge, fervent religious practice, generosity, etc.—is, to a great extent, due to the teaching of the Sisters. And the visitor who observes their work and notes the esteem in which they are held readily adds his praise. Notwithstanding their past and present success, the Sisters themselves are not yet satisfied, and—what seems to be the finest quality of their general personality—they are eager for better formation, especially in religion.

Nowhere in the Catholic world have I found in the same degree as in the United States such generous efforts to provide the Sisters with a solid theological formation. Many congregations of Sisters have carefully taught courses in theology even in the novitiate and continuing through all the years of professional training. It is a fact that, especially in the United States, Sisters not seldom show an even higher interest in theology and further formation in theology than do priests. It is amazing to observe

Rev. Johannes Hofinger, S.J.

Institute for Mission Apologetics

P.O. Box 1815

Manila, P. I.

that, summer after summer, thousands of Sisters, after an exhausting school year, are eager to attend theological courses, and how hard they work to garner the full fruit from such courses. The catechetical formation of Sisters is indeed a popular movement—but still there may remain, here and there, difficulties in establishing a program of formation which responds fully to the special needs of Sisters assigned to the catechetical apostolate. Hence we are presuming to summarize some guiding principles of a comprehensive catechetical formation for teaching Sisters.

1. Not Just Another Course

Catechetical training requires essentially more than only an additional course in theology. We have welcomed explicitly the theological courses given to Sisters to provide them with the necessary religious knowledge. A Sister who is to teach religion in a high school evidently needs a better and a different training in religion than does a Sister who is to have charge of the kitchen. Yet it would be erroneous to suppose that additional courses in theology will, of themselves, solve the whole problem of training catechists, or perhaps even to suppose that such courses are the most important factor in forming good teachers. Mere theoretical instruction is not sufficient.

If you should need a Sister to drive a car, you would give her a course in driving. That, together with sufficient practice, would make her a competent driver. To acquire skill in driving it would not be necessary for her to have penetrated the ascetical formation of the religious life.

If, however, you are training a Sister for service in a hospital, you can teach her the necessary medical knowledge and techniques of nursing in special additional courses—just as you would teach the skills of driving a car—but is that all she needs for her apostolate of charity? No, your Sister nurses must be trained, from the very beginning of their religious vocation, in a special way, for the humble tasks of self-forgetting charity, for the patience and sympathy they will need so much in the service of their patients. They must be formed in the right interior attitude, in the virtues proper to their future apostolate—such principles of Christian spirituality must penetrate the whole formation of religious nurses.

Isn't this still more true in the case of Sisters who are being formed for the catechetical apostolate? Religious education, which is the forming of Christian personality, demands in a special way, that the educator—the catechist—have a personality fully formed and developed according to the message she must proclaim and to the goal for which she must strive. Therefore, *catechetical training must penetrate and tone the entire ascetical formation of the religious catechist.*

2. Development of Kerygmatic Spirituality

The ascetical training of Sister catechists must, from the beginning, be focused on a truly kerygmatic attitude and spirituality for the future messengers of our Lord. What we mean by this was explained in an earlier article.¹ It will suffice here to summarize the characteristic of a Sister who not only from time to time acts as a catechist but who lives completely her apostolic calling and expresses it perfectly in her own personality. That requires, above all, humble and joyful consciousness of her sublime vocation to become Christ's privileged instrument in proclaiming His message.

Sisters who are working in the field of religious education exercise the highest form of spiritual motherhood, suffering the pangs of childbirth for the souls committed to them, until Christ is formed within each of these souls (see Gal. 4:19). Since the catechetical apostolate, by its nature, consists in personal and devoted collaboration with the divine Messenger, it postulates, in a special way, close personal contact with Christ, whose instruments we are. This personal contact means not only union with Christ in our daily exercises of piety, but beyond that in our apostolic work. One of the most characteristic qualities of a genuine herald of Christ is to feel and to act as perfectly as possible as Christ's instrument. This fundamental attitude is not the fruit of some additional catechetical courses given to our young Sisters; it must permeate the whole process of spiritual

training. This fundamental attitude will bring with itself the right understanding and zeal to develop the specific "kerygmatic" virtues: fidelity, unselfishness, engaging manners. A good catechetical formation cannot too early insist upon the cultivation of these virtues.

Modern catechetics rightly emphasizes three points inseparable from our task: (1) catechetical concentration on the very essentials of Christian doctrine; (2) a presentation of our message in keeping with its nature as the joyful tidings of our salvation in Christ; (3) and finally, that the catechist express the doctrine she teaches consistently by her own personality. What do these axioms demand in the training of future catechists?

Ascetical and Catechetical Concentration

Why, for example, does the teaching even of willing and pious catechists so often show a deplorable lack of the necessary concentration? Why is the teaching even of Sisters sometimes too much absorbed in accidentals? The first reason of this rather common defect is a defective ascetical formation. Lack of ascetical concentration necessarily involves lack of catechetical concentration. Give the novices a spiritual formation plainly centered on the essentials of the Christian religion, and be sure that afterward in their apostolate they will focus their teaching upon these same essentials. If the herald of Christ is sent to proclaim a message which is essentially the "Good News," her training cannot begin too early to transform her into a "fellow-worker in joy," to use the fine expression of St. Paul (see 1 Cor. 1:23).²

Furthermore it is of great importance that the future Sister catechist sees her fundamental vocation as that of our Lord's bride. What a contradiction it would be if a Sister could not integrate and harmonize her work as teacher with her essential status as a spouse of Christ!³ If the catechist must present her message not only by her words but still more by her personality harmonized with her message, it is evident that her message must influence deeply her whole ascetical training.

In the catechetical apostolate the Sister, who now is being formed and trained, will be the herald of Christ. The Mystery of Christ will be the central theme of her teaching; the Mystery of Christ is the proper goal of all catechetical activity.⁴ Hence the Mystery of Christ, and not some sentimental "Jesus-piety" must be, from the beginning, the center of her conscious spiritual life. To "live Christ" must be the core and the summary of all her spiritual endeavors—and that generously, constantly, with all its applications to daily life. Isn't there a danger that in the spirituality of Sisters this Mystery of Christ will sometimes be badly replaced by some separate devotions, each one of them good and useful but together constituting more of a hindrance than a help?

A genuine kerygmatic spirituality, thoroughly based on the "Mystery of Christ," means, above all, a Father-centered spirituality—"the mystery of God the Father and of Christ Jesus" (Col. 2:2),⁵ in other words, how the heavenly Father moved by "his exceeding charity wherewith he loved us" (Eph. 2:4), has called us and has revealed and given Himself in His only-begotten Son. In a spirituality which is based on the "Mystery of Christ" as presented in Bible and liturgy, Christ is always seen as the great gift of the Father's love and as our mediator and way to the Father. "I am the way. . . . No man cometh to the Father, but by me" (Jn. 14:6). Christ is the Way, the Father is the Goal.

²On this important aspect of the catechetical apostolate see the CATHOLIC SCHOOL JOURNAL for March, 1957.

³On this subject, see the CATHOLIC SCHOOL JOURNAL for January, 1957.

⁴See the CATHOLIC SCHOOL JOURNAL for January and February, 1956.

⁵See the Greek original which with regard to this particular text is often not fully expressed in translations.

¹See the CATHOLIC SCHOOL JOURNAL for February, 1957.

3. Sources of Catechetical Spirituality

It should not be difficult to communicate this kerygmatic spirituality to novices and even to postulants. We have only to lead them to the essential sources and they will be filled with a truly Christian spirit. *The principal sources of catechetical spirituality are Bible, liturgy, and Christian doctrine.*

The Bible

The Bible, especially the New Testament, holds first place among these principal sources, and in relation to our message it is by far the most important document. Its principal author is God Himself. Through the inspired writers He has composed and transmitted to us these writings as His message, as the bread of our souls. Here we see in the most striking way, how, under His special influence, the first great messengers, above all His only-begotten Son, understood and formulated the divine message entrusted to them. All historians of our times, even the rationalists among them, admit the undeniable fact that the writings of the New Testament are the classical documents of the spirituality of the primitive Church and of Apostolic preaching. No master or mistress of novices in the whole Catholic world would ever deny these facts, but do all of them draw the necessary conclusions for a sound spiritual formation of the future heralds of Christ? In every religious community we rightly are eager to lead our novices to the best writings which contain, in their primitive purity, the ideals and spirituality of our own religious group. Is it not even more important to lead them to the first sources of genuine Christian spirituality, composed, finally, not by man but by God Himself? Is there not a real danger that in the formation of our young religious we are too much concerned with our "specialities" and too little concerned with the fundamentals of any genuine Christian spirituality? But the novices we train will, after all, be sent by Christ, through His church, to spread His Gospel and to communicate His spirit.

The Bible, therefore, must be, in theory and practice, our most esteemed and most used source of spiritual formation. Even the writings of our founders are, in comparison with the Bible, only supplementary reading. The young religious must have sufficient time to read and to meditate upon the Bible during their novitiate, and, besides that, they must get the right guidance to the Bible. Scientific exegetical lectures and studies are not necessary for that purpose. The Bible in the time of novitiate really helps to reach the goal of genuine spirituality when it is more lived than discussed, more experienced than analyzed, more prayed than studied. It is our duty to help the young religious to get the right taste of the Bible—not always easy in our times—to find the principal ideas of the Bible and to build up his spiritual life by them, to find the answer to his personal spiritual problems in the Bible. Our own conferences with our young religious must be nourished from the Bible—not that we should interlard them with countless quotations. The spirituality we propose must conform with the Bible not only in its individual elements but just as much as a whole: to emphasize the same fundamentals, to present them from the same dominant viewpoint, to stress the same fundamental attitudes. Thus the young religious will take with them for their religious life a deep practical love of the Bible. Is it asking too much, at least of professional messengers of Christ, that they read carefully every year the New Testament, the principal document of the Christian message and Christian spirituality?

The Liturgy

Just as the Bible ranks first among spiritual books, likewise the liturgy holds first place in the practice of prayer. Here too first place does not mean a merely theoretical evaluation but

something eminently practical—first place in our daily prayer life; first place with regard to careful instruction, guidance, and performance.

Novices who are continuously nourished with the word of God as we have it in the Bible, it is true, will find very easily the right Catholic attitude to the liturgy—yet they need help, the more so because perfect participation in the liturgy requires the necessary arrangement on the part of superiors. We cannot deal here with details of how young Sisters are to be trained in liturgy;⁶ but at least two points call for stress. Participation in the liturgy according to the genuine Catholic mind—nowadays so much emphasized by the Church—means not only interior participation, but also active exterior participation. The idea you may find sometimes—strange enough—in religious communities, that participation in the liturgy is the more sublime the more it is merely spiritual, i.e., interior and silent, is scarcely Catholic; and it destroys the Catholic conception of sacramental life and the Incarnation: divine being and life communicated to us in visible forms, signs, and actions. Would it not be deplorable and simply wrong if a Catholic girl who in secular life became accustomed to intensive participation in the liturgy found less active participation among the brides of Christ? Why did Christ institute the Mass if not to draw His beloved Bride the Church into His own sacrifice? Who, therefore, in the Church should be most eager for active participation in Christ's sacrifice? One would think that it should be the religious who by their vocation represent, in the most striking way, the Church as our Lord's bride.

However, in recommending so highly an intense active participation in the liturgy, we do not mean to recommend a daily *Missa cantata* or a daily high Mass. We should not recommend that even for seminarians who are being trained for the priesthood. Our most important reason for taking this position is that, since we are training our seminarians for priestly life and work in parishes, they ought to become thoroughly acquainted with all forms of "popular liturgy." Through practical performance they should know those forms of the liturgy which facilitate understanding and active participation on the part of the people. We have in mind particularly the different forms of low Mass which permit variety and degrees of suitable participation by the community, and especially a good dialog Mass with a fitting combination of prayers and hymns. A daily high Mass in the seminary could easily lead seminarians to associate the liturgical movement too exclusively and closely with the celebration and multiplication of high Masses. That would be wrong and would be a real hindrance to the liturgical renewal we now need in our parishes—and schools. The Latin high Mass is the most perfect, but also the most difficult, form of Mass liturgy—difficult not so much for the priest and for the choir, but for the understanding and active participation of the people.⁷ The application of these principles to an adequate liturgical training of Sister catechists will not involve difficulties. We are glad to note the recent publication of two excellent helps to an active participation in the community Mass.⁸

Those who are somewhat familiar with the modern trend in catechetics know what emphasis is placed on the catechetical value of the liturgy. The reason is evident. Liturgy teaches and re-enacts in an unparalleled way the Mystery of Christ. The Mass provides the most perfect participation in the Mystery of Christ that we can get on this earth. The Mystery of Christ is

⁶Readers may apply to their communities much of what the author recommended in an article "Liturgical Training in Seminaries" in *Worship*, July-August, 1956.

⁷See *Worship*, 1956, pp. 433-434.

⁸The author's comments on these "Two Excellent Helps for Active Participation in Community Mass" following this article.

the central theme we heralds of Christ are commissioned to teach. Participation in the Mystery of Christ is the proper goal of all our catechetical activity. In view of the general recognition of the outstanding teaching value of the liturgy, we well may wonder why the catechetical movement in the United States, on the whole, up to the present time, has not stressed the use of the liturgy as has that of other countries which excel in modern catechetics. One reason for our neglect may be that, until recently, it was not possible to convince the majority of Sister teachers of the tremendous catechetical value of the liturgy—probably because this point was neglected in their preparation for teaching. On the problems involved in a more adequate use of the liturgy the author of this article will teach, during the 1957 summer school at the University of Notre Dame, a course entitled: *The Place of the Liturgy in Religious Education*.⁹ This also will be the general theme of this year's National Liturgical Conference to be held in August at Collegeville, Minn.

Christian Doctrine

The third principal source of catechetical formation is Christian doctrine. Obviously a training based on Bible and liturgy will of itself lead to a vital understanding of the fundamental Christian doctrines. Yet the fruit the young Sisters can get from the diligent study and use of Bible and liturgy can be essentially deepened by a special course in Christian Doctrine, giving them, for the first time, a very impressive survey of the subject, at the same time fully directed to life: how our own spiritual life must be based on the message we are sent to proclaim. The doctrines to be included in this survey are, of course, the ones we meet continuously in Bible and liturgy, but here they are proposed in a more systematic form, which facilitates a still deeper penetration and concentration. Thus both our message and our spiritual life will be even more consciously seen and experienced as a wonderful unity; the doctrines more and more will join and form one overwhelming message; "the mystery which hath been hidden from eternity in God" now realized "in Christ Jesus our Lord" (see Eph. 3:9-11). And in the same way the various duties, helps, and practices join and form one central duty and activity, viz. to bring Christ to life in us (see Col. 2:2). Is not this unity what the willing Sisters need most, both for their own spiritual life and for their apostolate?

To accomplish its purpose fully this recommended doctrinal survey must fulfill the following conditions. First it must be solid, but not more scientific than necessary for the thoroughly ascetical goal of this training—not knowledge making arrogant, but love building up character (see 1 Cor. 8:1). Then it should be a survey of the whole of Christian doctrine and not merely of some theological treatises, the whole as a whole, but with special stress on the points of more importance for our spiritual life, severely cutting out less important doctrines and theological controversies. Finally, in close relation to Bible and liturgy, even in the formulations we use, it should help the Sisters to find and to meditate upon the same doctrines in Bible and liturgy where they are found in a less systematic form. Since this doctrinal survey must serve and nourish the spiritual life, the only efficient approach to be used is the so-called kerygmatic one. But with this point we shall deal in the next and last article of this series, which will be concerned with the utility and adequate form of theological courses proper for young Sisters.

⁹Father Hofinger will present at the 1957 summer session at Notre Dame also a second course entitled: *The Kerygmatic Approach to Christian Doctrine*.

Two Excellent Helps for Active Participation in Community Mass

At last year's National Liturgical Week at London, Ontario, one could notice that quite a few even among the sincere friends of liturgy have not yet the right idea concerning the most fitting starting point for the liturgical renewal in a parish, and school. According to their thinking, the liturgical movement starts and ends with multiplication and better performance of high Masses, or, at least of Latin sung Masses. They allow, therefore, no real place for the dialog Mass. The fundamental reason for this error is a confusion between the most noble and solemn form of the celebration of Mass, and the most helpful form for the better understanding of Mass and for more intensive participation by those who are present. While the cathedral is the most noble development of church building, that does not mean that we must have a cathedral in every village. To get all the people to church, it is much more important to have less pretentious buildings in all the parishes of the diocese. Applying this principle to selecting the form of the Mass most suited to popular participation, let us start with a fine, understandable, and impressive form, the dialog Mass. For this purpose, we welcome two excellent helps lately published.

The first is the Mass card entitled *Holy Mass—The Great Action of Christian Community*, by Rev. Eugene Walsh, S.S., published by the World Library of Sacred Music, Cincinnati, Ohio (each 13 cents; \$10 per hundred).

Father Walsh is a professor at St. Mary's Seminary in Baltimore. His card is the fruit of his successful experience in directing the Sunday dialog Mass at the Cathedral in Baltimore. Last fall his card was used at the National Liturgical Week in London, Ontario, and stood the test perfectly.

The great advantage of this card is that you find on one sheet all you need for the performance of the dialog Mass: hymns, prayers, answers to the greeting of the priest, useful indications regarding the new liturgical usage, together with a brief but substantial explanation of the Mass. Thus it becomes a catechetical help of great value for schools and for sermons in church. As a future improvement, we should recommend a better selection of hymns, especially from the viewpoint of content.

The second help is a booklet, *Our Community Mass*, by Rev. Joseph Kellner, S.J., 68 pp., 5¼ by 3½ inches, sold at 15 cents per copy, by the Institute for Mission Apologetics, P.O. Box 1815, Manila, P. I.

Father Kellner is a member of the Institute for Mission Apologetics. His booklet was published on the occasion of the Second National Eucharistic Congress of the Philippines, held at Manila, November 28 to December 2, 1956. It shows the musical talent of a child of Vienna as well as the liturgical science of a disciple of Father Jungmann.

This booklet supplies everything useful for a good dialog Mass. Its special advantage is the variety it permits and suggests and its selection of songs, among them quite a few Gregorian melodies which prove to be quite popular.

Although "in full accordance with the rubrics for the low Mass," it proves absolutely open to the suggestions of the best liturgical leaders of our times. That is especially manifest in the way it shapes the people's participation at the Offertory and during the Canon. At the Offertory it brings in the General Prayer, a timely reorganization of the former *Oratio Fidelium*. For the Canon it offers the so-called Eucharistic Anthems as a remarkable solution, but leaving place for and even suggesting other possible solutions. The booklet shows how we could use again, in the community Mass, Psalms and the responsorial form of chant, both so much used by the people in the ancient Church. The responsorial chant makes the participation of the people easy, and possible even without a choir.

Father Joseph Andreas Jungmann, S.J., of Innsbruck, has given this booklet an unusually warm recommendation. He says:

The little pamphlet is a masterpiece of its kind. In it the ideas and liturgical structure of the Mass are so clearly and impressively bewn out that you could scarcely find the like elsewhere. This booklet, based on the dialog Mass, produces its effect by its apt arrangement and divisions, by felicitous explanations inserted in red, by the stress it places on the role of the "Leader," and especially by a happy enlargement of the prayers—entirely in accordance with the spirit of the liturgy. Added to this there are inserted in the proper places chants for optional use, excellent both because they strike exactly the right sense and because of their true simplicity in words and melody. About a Sunday Mass celebrated in this way one might say, as has been said about many passages in Sacred Scripture: "They are understandable to the most simple, inexhaustible for the most exacting savant."

From the catechetical standpoint we should prefer Father Walsh's division of the Mass (Scripture Service—Sacrifice—Sacrificial Meal) to that used by Father Kellner (Readings—Offertory—Sacrifice—Banquet).

Father Kellner's booklet, *Our Community Mass*, is easily available in the United States through the Liturgy Program, University of Notre Dame, Notre Dame, Ind.—Rev. Johannes Hofinger, S.J.

Theology for Sisters

Recently, Sister Patricia Ann and Sister Mary Louise were visiting the latter's home. Sister Mary Louise was as happy as a lark and felt as free as a bird. She had found all well at home, everyone in good spirits, and good-bys were in order when the doorbell rang and in walked Father Tom.

Now Father Tom was but ten years older than Sister Louise, but he boasted, very gallantly, of having wheeled her around in the baby carriage. Greetings and preliminary remarks to the company at large being over, he settled down to quiz Sister on her summer school course.

"Well, Sister, what's going on at Providence College? I hear they are teaching theology to the nuns. I think it's crazy. Theology isn't for women. It's too tough a subject for their delicate brain to handle. They are apt to crack up under it." Looking at her rather critically, he added: "I must say it doesn't seem to have done you any harm. You look wonderful."

"And I feel wonderful, Father," replied Sister Louise. "Let me tell you what I think of theology for Sisters. I believe it ought to be a must for every novice on the completion of her philosophy courses."

"That is a broad statement, Sister. Why do you consider it obligatory? You've been in religion 22 years; why should you have to study theology—you've got along all right."

"Got along! That's the best way to express it. Yes, I got along just as stenographers who would be secretaries without benefit of secretarial training get along. I list the study of theology as one of the most beautiful experiences of my religious life. While studying, I had the enormously satisfying experience of feeling myself being drawn closer to God, hour by hour, during the entire six weeks' course."

"Pure emotionalism! That's the woman in you," said Father Tom, shaking his head reprovingly.

"Emotion, indeed! It was a deep consciousness of the fact that I was being taught in a systematic and logical manner the principles of dogmatic and moral theology. These truths were set before me in such a way that my intellect assented

Sister M. Grace, O.P.

St. Johns Convent

North Cambridge 40, Mass.

and my understanding of them grew in leaps and bounds. Heretofore, I had known but little more than what the average high school student knew; i.e., the contents of the *Baltimore No. 3 Catechism*, and the material found in any good high school text on religion, plus whatever I picked up from the Sunday sermons, or pamphlets found in the book rack at the back of the church. To these, of course, should be added material gathered in college religion classes."

"Wait a minute, Sister! Let me speak! What in the world caused such a tirade! I was only teasing."

"I will not wait," replied Sister. "I'm not fooling. I never was more sincere in my life, and I don't want you laughing at me. I'm trying to be objective, and to sell you the idea that the science of theology is good for the nuns."

"Nothing I have received can compare with the work being given at Providence. Why, there I had the English translation of the *Summa Theologica* of St. Thomas—three volumes of it—in my own possession and its contents being expounded and taught to me by well-trained theologians. Those six weeks were like a retreat, for we spent five hours a day in class, together with three hours of classes on Saturday. All those hours were spent with God—studying about Him, thinking about Him, and talking about Him, all the livelong day. Why it was a little bit of heaven on earth. We had two classes in theology—an hour each of dogma and moral. The other courses included canon law, sacred scripture and church history."

"That is a stiff program! What is its purpose, since you will never celebrate Mass, nor hear confessions?"

"We are not studying theology in order to become theologians. Its purpose is to give us a clearer insight into the nature and existence of God; a greater appreciation and love for God by instructing us

on the perfections and attributes of God; namely, His goodness, mercy, wisdom, etc.; and of the procession of creatures from God. This is all found in the *Prima Pars*.

"In the *Prima Secundae*, St. Thomas deals with the rational creature's advance towards God—teaching the ultimate end of man, and how man progresses in the spiritual life by means of the theological and cardinal virtues. Some parents give their offspring a good start in life by supplying each with its own personal bank account from birth. When I found out that God at baptism endows man with sanctifying grace, the three theological virtues, the four cardinal virtues, and the seven gifts of the Holy Ghost, I said an earnest Thank you, God, for my spiritual bank account."

Sister Louise paused for breath. Father Tom looked very soberly at her and said: "I never heard you talk so much like a nun before."

"You asked, Father, of what value is such a course? To that question all I can say is that by means of my greater and far more detailed knowledge of virtues, and the vices opposed to them, I hope to be able to counsel more effectively, more wisely, and more prudently, those high school youngsters who come under my influence. Had I had this training ten years ago, perhaps, I would have been able to send into the religious, professional, and business world boys and girls possessed of a greater personal holiness, and imbued with a stronger spirit of Catholicity. Every good doctor has his share of unsuccessful operations, as well as his successes. So too, in the spiritual life, every Catholic teacher can count her failures as well as her successes. The trouble is that the number of failures seems to be on the increase. Whether this is because of the times in which we live, the unstable homes from which many of our youngsters come, or to improperly and unscientifically prepared religious teachers, is not my place to say."

"However, I can say this. There exists today and has existed in the hearts and minds of our religious teachers throughout the country, over a period of many years, a feeling of inadequacy when it comes to the point of teaching religion. For this

reason, I believe that the springing up of so many summer schools of theology for Sisters is filling a basic and long felt need of the Sisters at large.

"Of course we all know that it was never the idea of the Church originally to thrust the burden of teaching religion on the Sisters. Their job was to prepare the children for First Holy Communion and Confirmation as assistants to the priests of the parish. The lessons were taught by Father, and the Sisters were to assist in the drilling—by asking and hearing the answers to the questions of the Catechism. So it was on the pastor and his curates that the burden of instruction was to fall.

"However, with the passing of time, the growth of parishes, and the consequent increase in sick calls, nuptial and requiem Masses—all morning duties for the pastor and his curates—there was little time

left for them to visit their school and take over the religious training. Therefore, the arduous yet glorious task of training the minds of little ones to act all day and night in such a way, as to never lose the beautiful white robe of sanctifying grace, fell more and more upon the Sisters. Pious maxims and talks were sufficient, in the majority of cases, to keep the grammar school children in line.

"But on the secondary education level a more scientific approach had to be made. It was at this point that the sense of inadequacy made itself felt. I daresay each Sister thought this feeling was peculiar to herself. That this was an error was brought to the fore at a Catholic Education Convention some years ago. At that time and since, Sisters have been openly expressing their desire for a course in theology.

"We feel that with more certain and

sure knowledge on the part of teachers will come greater success in handling our students, and a considerable decrease in the leakage within the Church on the part of parochial high school graduates.

"The Sisters feel that since they study from the *Summa* itself, they can't go wrong. Do you agree with me?"

"Well, Sister, if the work down there can make the others as enthusiastic and happy as you evidently are over this theology business, then all I can say is Good Luck and God Bless You. Only time will tell the success or failure of this modern undertaking. I will have to check up with the mother superior and find out whether or not she has any Sisters with this special training in theology on my high school faculty."

"Do, Father, and now folks, I must be going if I am to get back to the convent by six."

The Mechanics of Reading

FOR GRADE TWO

The systematic, sequential follow-up program of phonics in Grade Two begins with a cumulative six weeks' review of all the auditory and visual discrimination exercises presented in Grade One.

This review presents little difficulty to the child who is in Group I or Group II. These groups work easily through all the steps of a typical daily lesson and recall not only one but four rhyming groups each day. However, the members of Group III and the child new to the method proceed at their own rate of success, following the carefully planned techniques described for Grade One.

With the beginning of the seventh week, one new element a day is introduced into the lesson on phonics. The first in the sequential presentation is the rhyming group with the long vowel formed by two vowels together in the word. For example, in the key words *train*, *tree*, *leaf*, *coat*, the rule is elucidated that when two vowels come together, usually the first vowel is long and the second is silent. The rhyming words are discovered in the usual procedure.

Sister M. Cecilia, O.S.M.

St. John Berchman's School

Detroit 15, Mich.

Editor's Note: This is the conclusion of Sister Cecilia's article the first part of which appeared in the March, 1957, issue of the *Catholic School Journal*. The first part of the article presented an outline for Grade One. The whole article is a chapter from a master's thesis, "The Prevention of Reading Disabilities," 56 pp., submitted to the University of Detroit in August, 1955.

Irregular Vowel Sounds

All the vowel sounds the child has studied have been either long or short, but the vowels followed by *r* are neither long nor short. Therefore, the rules for the key words, *farm*, *fork*, *fern*, *bird*, *church* must be carefully presented as also the diphthongs and other irregularities of vowel sounds.

In the three key words *fern*, *bird*, *church* the vowel sounds are alike; and the child

must learn to memorize them as they appear in the rhyming words. "The irregularities of our spelling . . . demand careful handling if they are not to confuse the child and to delay his acquisition of the alphabet method."¹

Homonyms

As soon as the first rhyming group of words containing long *a*, as in *train*, has been presented, homonyms are introduced into the vocabulary growth of the child. However, the child is already familiar with such homonyms as *made-maid*, *pale-pail*, *pain-pane*, but establishes them more intelligently in his vocabulary through the drill given on the meaning, definition, and correct usage of the words.

Each new rhyming usually provides for the acquisition and recognition of many new homonyms, one of the many excellent sources for vocabulary growth placed in the carefully planned sequential program of phonics in Grade Two.

To the enlightenment and delight of many educators, Robert H. Seashore has

¹Leonard Bloomfield, "Linguistics and Reading," *The Elementary English Review* (Apr., 1942), 130.

demonstrated "that the average child in first grade knew approximately 17,000 basic words, plus about 7,000 derivative terms, or a total of 24,000 terms."²

In Grade Two, therefore, the new items in the program of phonics which include syllables, contractions, nouns, verbs, compound words, and the expansion of root words with either a prefix or suffix, or with both, make "it possible to double the rate of vocabulary growth simply by interesting children in learning the significant things about new words."³

Witness the enthusiasm and delight of the child in the program of phonics as he learns the significant things about the new words presented in the daily lesson. Daily he participates in games and exercises by means of which he learns the definition and meaning of syllables, contractions, homonyms, compound words, nouns, verbs, words with silent letters, and the expansion of root words.

Adding Suffixes

Through these games he learns that a syllable is a word that has one vowel sound, but the word will have two syllables if the ending *er*, *ing*, *le* is added. He must remember to double the final consonant if the vowel is short, as in *ban*, before adding *er* to make *banner*. If the vowel is long, as in *hope*, he must drop the final *e* before adding *ing* to make the word *hoping*.

With the aid and use of flashcards, wall charts, and games, compound words, contractions, nouns, and verbs are comprehended and recognized. This drill includes the application of the rules for the formation of the plural of the nouns and the recognition of appropriate endings for the verbs.

Challenges to the members of Group I or even Group II for the expansion and use of root words such as *joy*, *happy*, *merry* usually result in a comprehensive blackboard list. The list might include *joyful*, *joyfully*, *rejoice*, *rejoices*, *rejoicing*, *enjoy*, *enjoyed*, *enjoying*. Each word contributed was accepted when spelled correctly by the child. Truly, "words are the coin of the realm of knowledge."⁴

The preceding survey indicates that the New Approach to Reading, with the exception of the first semester of Grade One, has time allotments for two distinct periods of reading instruction each day. The morning period of reading instruction is used to develop the acquisition of power in the skillful recognition of words through

a carefully planned program of phonics which incorporates the vocabulary of the basal readers. The success of this program depends in no small measure upon adequate guidance by the teacher, on daily systematic recall, and on the sequential presentation of new auditory and visual discriminatory exercises appropriate for each primary grade. The afternoon period of time is allotted to the program of formal silent, and oral reading instruction with the basal readers.

FOR GRADE THREE

In Grade Three the six weeks' cumulative review at the beginning of the first semester embraces much of the sequential presentations of Grades One and Two. Consequently, the typical daily lesson will include some of these techniques: alphabet recall, rhyme and poetry, auditory recognition of initial, final, and medial consonants, blends and digraphs, vowel sounds heard in the first syllable, review of six short-vowel rhyming groups, attack of big words, oral reading of phrases and sentences, use of phonics readers, quick visual recognition of mixed groups of phonetic and irregular words, written dictation using the same vocabulary.

The choice of several techniques minimizes the tendency to monotonous drill and keeps the child well alerted.

The members of Group I and Group II generally are capable of meeting this challenging pace throughout the review. However, teacher ingenuity must provide helpful techniques for successful procedures for the child new to the method, as well as for the slow learning child in Group III.

The new items introduced in the program of phonics in Grade Three are antonyms, heteronyms, synonyms, abbreviations, alphabetical listing, syllabication, word analysis, and dictionary skills. These new items are presented in conjunction with a comprehensive recall of all the auditory and visual discriminatory exercises of Grade Two. At least twice each week some developmental phase of the item will appear in the daily lesson plan. For example, the definition of a noun will be presented one day, later in the week the meaning of a singular noun, and later on the plural noun with the application of the rules for the formation of the plural. Some time later the irregular noun and the collective noun will be introduced.

One of the most important approaches to constant vocabulary growth and development is found in the expansion of the root word in the use of the prefix and the suffix, the definition and use of

homonyms, antonyms, heteronyms, and synonyms. A recall of the meaning of a syllable as well as the learning and application of the rules of syllabication provides the child with a confident power in word attack and enables him to acquire skill in word analysis.

Use of the Dictionary

A preview lesson on the use of the dictionary will prove an intriguing experience for the average child in Grade Three. Copies of the beginners' dictionary are distributed to all the members of the class. The children are given time to browse through the books, looking at whatever interests them. The teacher directs attention to the boldface entry words, guide words, phonetic spelling, and pronunciation key, and answers questions the child may ask regarding other points that interest him. The aim of this preview is to give the child a general idea of the nature and usefulness of the dictionary.

Alphabetical listing with the first letter, later with the second, third, and fourth, precedes and accompanies the instruction on the use of the dictionary. The familiarity of the child with the sequential order of the alphabet is a great help for skill in alphabetical listing. Gradually, the child learns that the dictionary helps him to acquire the meaning of new words; moreover, he discovers that a word may have more than one meaning. By this time also he has learned that the dictionary provides the correct spelling of the word as well as the proper pronunciation of new words.

Rhyme and Poetry

Rhyme and good poetry have been accorded great emphasis throughout the auditory discrimination exercises of the program of phonics, for "joy in rhythm is plainly noticeable in quite young children."⁵ Rose Fyleman in "Poetry for Children," advises the teacher that:

It is when they get past the nursery rhyme stage that most children require guidance if they are to grow up with an enjoyment and appreciation which can be an unending source of delight throughout their lives.⁶

Story Books

Another source of enrichment is the encouragement given to the reading of good storybooks in Grades One, Two, and Three. Free time is accorded, usually on Friday, for browsing in the home-room library, for enjoying oral reports of favorite books, and for oral reading of favorite

²Robert H. Seashore, "How Many Words Do Children Know?" *The Packet*, 2 (Nov., 1947), 4.

³*Ibid.*, 6.

⁴Seashore, *op. cit.*, 15.

⁵Rose Fyleman, "Poetry for Children," *The Packet*, 5 (May, 1950), 18.

⁶*Ibid.*, 19.

selections. An occasional field trip to a nearby public library stimulates an increased love of reading for recreation as well as information and brings plentiful as well as joyful experiences.

Few things in life are more satisfying than the realization that if young folk are provided with good stuff of any kind they will soon learn to prefer it to second-rate examples . . . and this appreciation of quality can be taught so easily to young children.⁷

In conclusion, therefore, a well-integrated program of phonics may be recognized as fulfilling the objectives of developing power in word attack and skillful recognition of words. Teachers familiar with the techniques and procedures are firm advocates of the method and the children trained in phonics achieve a confidence in attacking unfamiliar words. An average third-grade class in both reading vocabulary, and reading comprehension, tabulated a 4A median with a 4A median in spelling.

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The girls of the eighth grade of St. Michael's School, Gary, Indiana, prepared the bulletin board and the boys the May altar. The school is staffed by the Sisters of Saint Basil the Great, from Uniontown, Pa.

A Quick-Scoring Test in Biology

Dear Budding Botanist,

READ AND FOLLOW DIRECTIONS
CAREFULLY!

Draw a line under each correct answer,
thus:

Example: Protoplasm is largely
(carbohydrates, protein).

And the Earth Brought Forth the Green Herb

Once upon an eon, when the barren earth had developed sufficiently to be able to support life, there appeared in the warm tidal waters of its shores small green one-celled (fungi, algae). Later these organisms formed colonies and gradually developed into filaments or plates of undifferentiated cells. These (Thallophytes, Bryophytes) although simple, were really the most amazing little factories. They could manufacture food in a process called (photosynthesis, chlorophyll), which harnesses the sun's energy and makes it possible for the plant to produce (glycogen, glucose) from the raw materials (carbon dioxide, oxygen) and (sugar, water).

These primitive plants in the friendly waters of our young planet soon prepared for the coming of protozoans and other simple forms of animal life by supplying (carbon dioxide, oxygen) as a by-product of (photosynthesis, respiration).

Along with the green plants came the nongreen plants which aid decay, (mushrooms, bacteria). Thus organic matter was broken down and made reusable for other plants. In the wake of these active organisms came the other fungi, the (liverworts, molds) and the (yeasts, spirogyra).

After many years modest little land plants crept from the sea and began to carpet the earth with green. These plants displayed a remarkable life cycle. One generation produced (spores, gametes) and the following generation produced (gametes, seeds). When these (Spermatophytes, Bryophytes) had successfully established themselves there arose from the low growing greens a new phylum that developed a (cortex, vascular) tissue enabling these plants to grow to the height of thirty or forty feet. These (Spermatophytes, Pteridophytes) created huge swamp forests where immense dragon flies flitted and primitive amphibians crawled over clumps

Sister M. Julia Marie, O.S.F.

Catholic Memorial High School
Waukesha, Wis.

of (sphagnum, liverwort). Tissues organized to form (systems, organs), and true leaves unrolled. With graceful (fronds, rhizomes) held aloft the large ferns scattered their (sporangia, spores) far and wide.

Soon dinosaurs came to wade beside the fern and (spirogyra, lycopodium). Some of these "terrible lizards" became flesh eaters and did fierce battle with one another. As they thundered over the land many an aged (equisetum, protococcus) fell into the swamp to be buried for ages until some nineteenth-century miner would unearth this carboniferous forest as a rich vein of coal. When this (organic, inorganic) matter is (photosynthesized, oxidized) the age-old plants release energy captured from the sun billions of years before.

As the swamps dried up and the lush growth became less dense, the (Pteridophytes, Spermatophytes) began to appear. Adapted better to land living than their predecessors these plants began to thrive and today maintain superiority over every other (phylum, species).

Perhaps first among the seed bearers

were the fernlike Cycad and (Gingko, Arborvitae) with its lovely fan shaped leaves. Towering above them were the giant (Cypress, Sequoias) tallest of all the (angiosperms, conifers).

With the coming of angiosperms a radiance of color splashed the green of the earth and rivaled the rainbow of the skies. The (covered, uncovered) seed plants produced flowers with petals of exquisite design and glowing color. The (dicot, monocot) moreover possessed a growing tissue (cortex, cambium) which enabled trees to grow in diameter as well as in height.

And now when all was in readiness and the Trinity was mirrored in the number of petals in each little (dicot, monocot) flower, the Almighty Power and Wisdom that fashioned this paradise of beauty and life created MAN, the steward of all this wealth. Man was to use it wisely and learn from every little plant from the tiniest bacteria to the most complex composite "How great are thy works, O Lord! Thou hast made all things in wisdom; the earth is filled with Thy riches" (Ps. 103:24).

To facilitate checking the test, I prepared a cardboard mask to fit over each page. In the mask was a rectangular opening to show each word that should be marked out.

This device was more interesting than customary tests and the students said that it made them think.

Will They Enjoy Poetry

Sister Mary Louis, C.P.P.S.

St. Elizabeth Academy
St. Louis 18, Mo.

Somewhere along the line in their elementary training many lose an appreciation of poetry, possibly because they have

recited it in singsong fashion or have memorized it without understanding and, worse still, as a penalty for misbehavior. When they enter high school they have, in many instances, lost their heritage. The teacher then, must assume the role of a friend, helping the student to recapture the lilt of melody and the breath of beautiful song in the poems he reads.

How can he proceed effectively? How

can the classroom become a nursery where love of poetry is planted, nurtured, fructified? Extensive and intensive analysis is not the answer. The English classroom is not a science laboratory where the ingredients of a poem are studied microscopically. Analysis has a definite place in poetic study pursued by older students but minute examinations into the possible, even problematic plans of the poet, are not the diet upon which freshmen thrive. They have to be led to the fountain of perpetual beauty where they may quaff the wellsprings of undeniable admiration for poetry.

Begin With Narrative Poetry

Narrative poetry supplies a good introduction. It opens vast vistas of romance, love, and adventure. It is the "sesame" to a love of the world's greatest episodes. Long before stories were written in prose, minstrels and troubadours entertained the people with action-packed tales of mighty heroes and lovely heroines. Seated on the proverbial magic carpet, they traveled the length and breadth of the land in inviting tales told in verse. What freshman will not imbibe a love for poetry when he reads Robert Browning's "Incident of the French Camp" or "The Admiral's Ghost" by Alfred Noyes? Folk ballads, too, have definite place in this early introduction to poetry. The stories are so simply and so interestingly told. Gradually the boys will like to identify themselves with Arthur in "The Idylls of the King" and the girls will transport themselves into the land colored with his grand spirit of righteous and noble living.

Poems of Thought and Emotion

After a love for narrative poetry has been acquired, it is comparatively simple to introduce lyric gems. By this time the students are attuned to an appreciation of stories told in verse. Now they are ready to learn how poets think and feel. Do poets live in a world apart or are they honest-to-goodness men and women who are thrilled at the sight of a beautiful flower and who are pained when they hear a crying baby? It is most effective to begin the study of lyric poetry with simple emotions which the students have experienced personally or at least those which have come within their vicarious experience.

Illustrative of this point are Coventry Patmore's "The Toys" and Joyce Kilmer's "Roofs." Taking a look at the first, even the most casual observer sees an exact reproduction of childhood. Every young-

ster loves his toys and every child knows what it means to seek peace in a bottle top or a rag doll when pain has come into his life. When he gets into high school he is old enough to realize that men are very much like children in their dealings with God. When disappointments cross his path, he turns away from Him and loses himself in selfish pleasures. The lesson is an important one conveyed in simple words: The "Boy" is easily pictured:

My little son, who looked from thoughtful eyes
And moved and spoke in quiet grown-up wise.

The situation is graphically described:

Having my law the seventh time disobey'd

I struck him, and dismissed
With hard words and unkiss'd

His mother, who was patient, being dead.

The lesson is easily learned:

So when that night I pray'd
To God, I wept, and said:

"Ah, when at last we lie with trance'd breath

Not vexing Thee in death,

And thou rememberest of what toys

We made our joys

Thou'lt leave Thy wrath and say

"I will be sorry for their childishness."

Students will love this simple story and imbibe its message without pressure, in fact, with pleasure.

In studying "Roofs" by Joyce Kilmer it is well to read the poem through in its entirety two or three times then discuss the very obvious, "love of home." The spirit of adventure is eclipsed by the desire to be safe with a "roof" overhead. To impress the message of "home sweet home" it is well to stress two different types of words—picture words and action words.

The road is "wide," the stars are out; the breath of the night is sweet conveys peaceful calm.

Contrast is found in the next two lines:

But I'm glad to turn from the open road and the starlight on my face

And leave the splendour of out-of-doors for a human dwelling place.

This poem is filled with action words:

Wanderlust should seize upon my feet
. . . leave the splendor of out-of-doors for a human dwelling place.



— G. C. Harman

This is home for every man—a place of peace and contentment.

. . . never have seen a vagabond who really liked to roam—and not to have a home.

all up and down the streets of the world
The import of the poem is found in lines three and four of stanza two:

"The tramp who slept in your barn last night and left at break of day

Will wander only until he finds another place to stay."

The gypsy man will sleep; he'll go into his tent; he'll sit on the grass, he'll take his ease so long as the sun is high. Again the impact of the poem is reiterated:

"But when it is dark he wants a roof to keep away the sky,"

The magnetic needle that points to "home sweet home" is conveyed in:

"If you call a gypsy a vagabond, I think you do him wrong

For he never goes a-traveling but he takes his home along."

Roads are good only because they lead to homes.

In the final stanza of the poem the application is made to life's span:

"It's a rough road and a steep road and stretches broad and far

But it leads at last to a Golden Town where Golden Houses are."

To emphasize the message conveyed in the adjectives and verbs—because these are the strongest in the composition of the poem—it is well to underscore these words with different colored pencils. This helps to make an impression on the students and it affords them fun while learning.

For Class Discussion

Asking questions like the following may prove helpful.

Why did you like or dislike the poem?

How did the poet make use of action words?

Were there many picture words? Were they used effectively?

What experience did the poet describe?

Have you ever been "homesick"?

Do you agree with the poet's feelings about the gypsy's love of home?

A final suggestion is to have the students illustrate the poem with pictures clipped from magazines or with their own sketches. This type of work intensifies the message and gives it permanency.

If the approach to poetry is made in this fashion, the bugaboo of dislike will quickly vanish and English will be one of the popular subjects in the curriculum.

A Unit on Our Blessed Mother for Grade 4

I. Objectives of the Unit

A. To foster a greater love for our Blessed Mother and a greater appreciation of her through study of: (1) her life (as it is known through the Gospels); (2) the privileges that God has given her.

B. To foster confidence in her love and intercession.

C. To form habits of regular devotion to our Lady and promote growth in personal holiness.

D. To learn practical ways in which our Lady may be imitated.

II. Approach to the Unit (Motivation)

A discussion with the teacher to arouse interest and enthusiasm:

A story of the great love of our Lady by Catholics down through the ages and their desire to show this love. Discussion of ways in which we may honor her.

Reprints of famous Madonna's.

Phonograph Record—*Ave Maria* by Schubert.

Room and bulletin board decorations.

Discussion of possible activities and objectives of the unit.

Pretest (objective).

III. Activities of the Unit

During the religion period daily with integration into the other subjects during the day. An additional period also set aside for individual and committee work on the unit or as time for supplementary reading on the unit.

A. Mary's life as we know it from the New Testament. Different groups of four or more children assigned to do research on a topic and then present it to the class by reading the story, telling the story, or dramatizing the story, and preparing the bulletin board to illustrate their topic and showing pictures of the scene. After a group presentation, teacher will lead the discussion and the children will evaluate the presentation of the story.

Topics: (1) The Annunciation, (2) The Visitation, (3) Birth of Our Lord, (4) Purification of Mary, (5) Flight into Egypt, (6) Finding of Jesus in the Temple, (7) Marriage at Cana, (8) Calvary, (9) Descent of the Holy Spirit.

Sisters Marie Catherine, Angela Maureen, and Paul Michel

Maryknoll Sisters' Motherhouse

Maryknoll, N. Y.

B. A study of the special privileges God has given to our Lady. Presentation by the teacher followed by group discussion by children.

Topics: (1) Mother of God, (2) Immaculate Conception, (3) Full of Grace, (4) Sinless, (5) Perpetual Virginity, (6) Assumption, (7) Mediatrix of All Graces, (8) Mother of All Mankind, (9) Queen of the World.

C. Various groups assigned to research and report on ways to honor the most Blessed Virgin, culminating in group discussion.

1. Committee appointed to choose special prayers the class should say to her during the month.

2. Prayers to be reported on: (a) Hail Mary, (b) Hail Holy Queen, (c) The Angelus, (d) The Rosary.

3. Prayers to say to her in your own family. Special ways to honor her.

4. Carrying rosary and wearing her medal.

5. Consecrating ourselves to her.

6. Dedicating Saturdays to her and the entire months of May and October.

7. Celebrating her feast days.

8. Wearing something blue in her honor.

D. Make a study of the ways we can imitate the Blessed Virgin's: (1) obedience, (2) hatred of sin, (3) presence of God, (4) love of Jesus, (5) prayerfulness, (6) spirit of sacrifice, (7) love of neighbor, (8) purity, (9) gratitude to God, (10) humility, (11) submission to God's will. These discussions will be integrated into the study of our Lady's life and privileges as the various virtues are manifested in them. The virtues will be stressed throughout the unit on the child's level.

E. Children suggest little practices on how they are going to imitate Mary.

F. Children write out their petitions and

place them at the shrine for the month.

G. Children assigned to care for her shrine for the month.

IV. Integration and Correlation With Other Subjects

Music

A. Learn to sing the story of one of the incidents in our Lady's life.

B. Learn some special hymns for the Blessed Mother.

C. Listen to some of the great music written about her (records).

D. Sing the Litany of Our Blessed Mother.

Language Arts

A. Increased ability in oral and written expression through the study of the unit.

B. Increased ability in reading and expressing oneself creatively through the unit.

C. A great deal of supplementary reading for the religion activities will be done.

D. Write a poem about the Blessed Mother.

E. Learn a poem about the Blessed Mother for choral speaking.

F. Each child write a composition on Mary, My Mother.

G. Divide into three groups and each group read the story and dramatize it for the group or for an assembly program: Lourdes, Fatima, Guadalupe.

H. Use stories in the reading textbook about our Lady and also poems about her. (See *Faith and Freedom 4th Reader* for poems to our Lady.)

Social Studies

A. Study of Mary as the mother of all men.

B. Make a bulletin board representation showing Mary is the mother of all men.

C. Find pictures in books that show Mary with different races of her children.

D. Study the way our Lady is honored in other countries.

Physical Education

A. Learn a Maypole dance to do, in her honor the last day of May for the May crowning.

B. Learn an interpretive dance depicting an incident in our Lady's life.

C. Learn to form a living Rosary.

D. Practice marching and forming an "M" formation as an outdoor activity at her shrine.

E. A game for an indoor recreation period. Let the children draw slips with one of the following questions on it. Each child can then make up his own costume to represent the person he is supposed to be. He then goes before the group and asks the question: Who am I?

Suggested Questions

1. I am the mother of the Blessed Virgin. Who am I?

2. I am the father of the Blessed Virgin. Who am I?

3. I am the angel who announced to Mary that she was to be the mother of the Saviour. Who am I?

4. I am Mary's cousin and the mother of John the Baptist. Who am I?

5. I am the Apostle who stood at the foot of the cross with Mary. Who am I?

6. I am the husband of Mary and the foster father of Jesus. Who am I?

7. I am the little girl to whom our Lady appeared at Lourdes. Who am I?

8. I am the Indian man to whom our Lady appeared in Mexico. Who am I?

9. We are the 3 children to whom our Lady appeared at Fatima. Who are we?

10. I am the holy man who was in the temple when Mary and Jesus presented the baby Jesus. Who am I?

Handwriting

A. While practicing, let children write short ejaculations to our Lady or write out some of the prayers to her.

B. Additional practice in handwriting will be done through the language art activities of the unit.

Science

A. Children plant bulbs and watch them grow to put at the shrine of our Lady.

B. Children bring plants and flowers for her shrine and discuss them.

C. Make a study of the flowers and plants that are named after our Lady.

D. Discussion of the flowers that are a symbol of our Lady (i.e., lily, rose, myrtle, etc.)

E. Various children assigned daily to care for the shrine of our Lady.

Spelling

A. Teach a few of the important words connected with our Lady and her privileges along with regular spelling words. (i.e., Blessed Virgin, Immaculate Conception, Assumption, Visitation, Purification, etc.)

B. Game—find little words in Annunciation (i.e., a, an, nun, at, etc.)

C. Game—find how many words you can make using the letters contained in Immaculate Conception (i.e., am, on, pet, ice, etc.)

Arithmetic

Children will have a great many number experiences in doing all the various activities of the unit which should recall most of the number experiences they have been learning and put them to practical application.

Art

A. Draw a picture of one of the events of our Lady's life.

B. Make posters showing the great prayers to our Lady.

C. Make posters depicting some of her special feast days.

D. Make replicas of our Lady's appearance at (papier-mâché, clay, and/or a mural): Lourdes, Guadalupe, Fatima.

E. Make a May basket for our mother with a spiritual bouquet of Marian offerings for her.

F. Make posters of silhouettes of Our Lady of Fatima, Lourdes, and Guadalupe.

G. Make a May shrine at home and bring it and show to the class.

H. Look at some masterpieces in painting and sculpture of our Lady. ("Mary, God's Masterpiece," Perpetual Help Press, 389 East 150th St. N. Y. 55, N. Y.) (See Bibliography for additional suggestions.)

I. Trip to Art Museum to see art on our Lady.

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SISTER, TAKE THE ELEVATOR

Editor's Note: Ronald is an alert first grader at Mount St. Francis School, Woonsocket, R. I. The story came to the *Catholic School Journal* from the principal, Mother M. Paul Bernard, F.M.M.

Seven-year-old Ronald had a severe cold and was running a rather high temperature, so he was quickly put to bed and given medical care—plus a great deal of attention which he thoroughly enjoyed. However, there was one thing about being in bed that Ronald did not relish, and that was that he did not get enough to eat. The next day when Sister brought in his supper tray he looked it over dejectedly, and then exclaimed, "Sister, is that all I'm getting for supper?" Sister told him that as he was not too well yet, the nurse had ordered a light supper, and then hastened to assure her little patient that if he was feeling better in the morning, he would be served a generous breakfast. Tomorrow seemed very far away for Ronald, who was evidently a firm believer in the *Present* . . . and fully agreed with Aedlaide Procter, "I prize the future, but the *Present* more." Poor little Ronald made one last attempt to win his point by inquiring if there was any more fudge left in the pantry? Sister replied, "Why yes, Ronald, I believe there is. But you know, dear, that fudge is rather heavy." Quick as a flash came the clever solution from little Ronald. "But, Sister, you don't have to carry it up from the basement. . . . Just take the elevator."

Teach Appreciation of Good Religious Art

It is the sincere wish of every parent, teacher, and priest to surround the child with those things which will lead his thoughts into spiritual realms. Among the most effective of these is good religious art. Unfortunately the child is too often surrounded by religious objects poor in material, poor in design, poor in color, and completely lacking in true religious feeling. The child is being cheated, he is being brain-washed into accepting these objects about him as representative of religious art expression, whereas they are merely products of the commercial world.

What Is Religious Art?

In the first place art is doing anything that has to be done in the most beautiful

Margaret M. Brine

Cambridge, Mass.

way possible. It may be building a cathedral—or arranging a classroom. Religious art is the making of something to the best of the artist's ability, something that is to be used in the carrying out of the liturgy of the Church. It is something that glorifies God and at the same time assists the laity and clergy in the worship of God.

From the first days of the Church, artists have been inspired by the story of the new religion and the deeds of the early



An Altar Crucifix with Lottie Lenn Feature



Immaculate Heart of Mary (wood—ash)
in St. Anastasia Church, Playa del Rey,
Calif. By Jon Raymond, Sculptor, Topanga,
Calif. Photo by Bob Lopez.

Christians. During the Middle Ages when art was the "handmaid of religion" great cathedrals sprang up all over Europe which were "prayers in stone." The glories of Charters and the majesty of Notre Dame and the wealth of sacred art in convents and monasteries is evidence of the importance that art played in the life of the Church. Museums are filled with treasures which originally had their place in the liturgical service.

As Catholics we acknowledge that the daily offering by the priest of the Holy Sacrifice of the Mass is the supreme act of man. Realizing this, how do we reconcile using poorly designed objects which are lacking in religious feeling on the Sacred Banquet table? How do we reconcile garish statues and oversentimentalized paintings as an offering of man's handiwork to God? The Holy Father has said: "The ideal of Christian life is that each one be united in the closest and most intimate manner to God." Good religious art is an excellent means of uniting man to God.

Art Is Not Static

There is no set formula for religious objects. The art of the Church has always been dynamic and in a state of flux. It has throughout the ages expressed itself

in the spirit of the times. We have today in our midst artists who are expressing themselves in the spirit of the twentieth century. These people are distinguished not only in their art but also in their personal lives. Fra Angelico said: "To paint the things of Christ, one must live like Christ." These artists in our midst are working quietly and devotedly and they are people whom we should know.

In Boston, Massachusetts, the newly organized Botolph Center for Religious Art is attempting to bring before the Catholics of Boston an awareness of these artists and their works. Miss Celia Hubbard who is behind the movement has created a religious art center in the truest sense of the word. In an attractive shop in the center of the city, nuns, priests, and laity can visit, sit down, read the latest books on the history of art or glance through the periodicals which tell of activities here and abroad in the field of religious art.

Miss Hubbard, an artist in her own right, is always on hand to discuss the aims of the Botolph Group, or ready to suggest names and works of religious artists if one is in search of such information. Examples of present-day religious art are displayed in the Center. There are fine vestments in which the silk has been woven by loving hands, and beautiful silver chalices the work of Louise Reggio of Boston. In fact anyone desiring a chalice can talk over the design with her and even watch it as it is being created by Miss Reggio's skillful hands.

Art in School

It may not be possible to have such a center in all cities but it is possible for the schools in all cities to carry on a campaign with the object—The return of good religious art. The school is the ideal place for such a campaign for it reaches the future mothers, teachers, and priests. Once the seed of good taste is sown in the young, it will blossom forth with maturity. The following are a few suggestions which might be tried by the schools:

1. Visits to museums with the purpose of making the students aware of the rich storehouse of art which has been created under the inspiration of Holy Mother Church.
2. Trips to newly built or newly redeco-
rated churches where present-day trends in architecture or decoration will offer material for discussion. For example in Boston a very beautiful Franciscan shrine has been completed. The entire wall behind the altar is covered with a scene from the life of St. Francis in mosaic. What a glorious opportunity there was to

have taken students to see a modern day mosaicist at work, for this technique is older than the Church but a medium used to a great extent in the days of the early Church.

3. Invite as speakers to the school artists who are working in the field of religious art.

4. Make available at all times a rich collection of religious art both past and present.

5. Have each student keep a notebook in which he compiles the names, life story, and photographs of works of the present-day religious artists. This material is widely publicized in the newspapers and the national Catholic periodicals.

6. Recommended reading for the students are bulletins of the Catholic Art Association, issued monthly.

At the same time that the above program is being carried on, the school could co-operate by displaying in a conspicuous place a very fine religious statue, at the

same time eliminating from the classrooms the all too often poorly designed, poorly made statues. There could also be one very well designed Crucifix, one which conveys the great suffering and at the same time the tenderness of the crucified Lord. There could be an emphasis on the beauty and durability of hand wrought medals and well designed holy cards. The time and effort put into such a program will be rewarding, for once a child has become aware of good art forms he will never accept mediocrity.

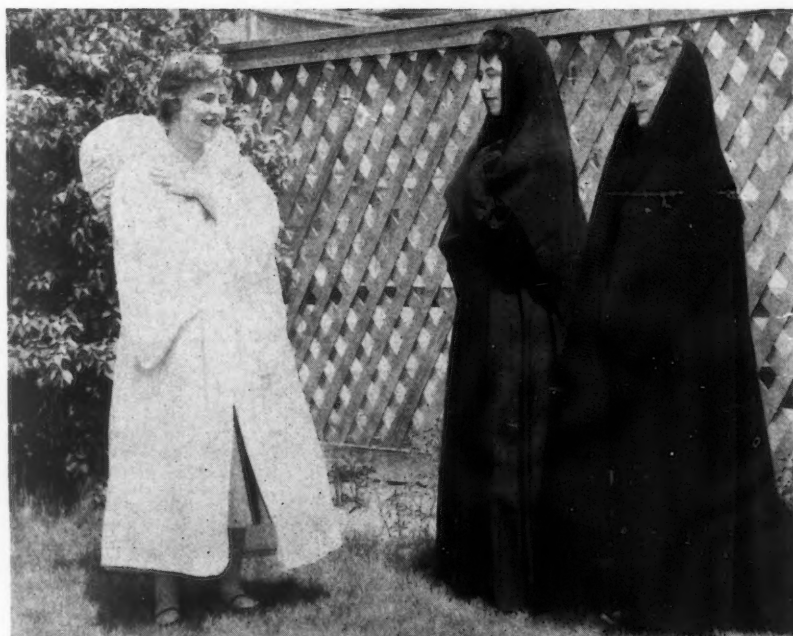
Once an appreciation has been reached for good design, good workmanship, good material, and above all a true religious spirit, the teacher may rejoice that she has been the means of enriching the child's knowledge as to the nature of religious objects. The child in time will be the future parent, teacher, clergyman who with the acquired understanding of religious objects will be the means of once again turning the House of God into a "reflection of heaven."

Quem Quaeritis?

**Sister M. Bonaventure,
O.S.B.**

Mount St. Scholastica College

Atchison, Kans.



"The Angel" and "The Women" in "Quem Quaeritis" as presented at St. Mary's High School, Walsenburg, Colorado.

Angel **Women**

Quem quaer-i-tis? Je-sum Na-za-ren-um

Quem quaer-i-tis? Je-sum Na-za-ren-um

Quem quaer-i-tis? Je-sum Na-za-ren-um

Sur-rex-it, non est hic. U-bi est?

Angel and Women

Prae-ce-dit vos in Gal-il-e-am, u-bi E-um vi-de-bi-tis Al-le-lu-ia.

Chorus:

Re-gi-na coe-li, lae-ta-re, Al-le-lu-ia Qui-a quem me-ru-i-sti por-ta-re,

Al-le-lu-ia Re-sur-rex-it, si-cut dix-it, Al-le-lu-ia

O-ra pro no-bis De-um, Al-le-lu-ia.

Original music setting for "Quem Quaeritis?" as presented at
St. Mary's High School, Walsenburg, Colorado.

Comes Easter time, and we teachers of Latin find ourselves near the end of the school year—and of our textbooks. Why not let our Latin pupils put on an assembly program in the ancient, yet living tongue? They will be proud of themselves, as by their clear enunciation, proper emphasis, and actions they succeed in conveying the meaning of their numbers to classmates who did not elect the classic language.

A simplified adaptation of the famous miracle play, *Quem Quaeritis* has proved popular with actors and audience, and can be produced with simple or elaborate staging, according to the will and resources of the producer. In this medieval play the Angel of the Resurrection questions

the women who have "come very early" to the tomb of Jesus. The chant repeats thrice, in a minor key, the query "Whom seek ye?, each time on a higher note. Each time the women give the selfsame reply: "Jesus of Nazareth."

When the Angel tells them that "He is risen, He is not here," the grief-worn women do not fully grasp his meaning, for they entreat "Where is He?" Then the chant changes to a joyous major key as the Angel triumphantly announces: "He has preceded you into Galilee, where you shall see Him." The women, now fully conscious of the Angel's meaning, join in the Angel's "Alleluia," and the entire chorus takes up the glad "Regina Coeli."

Cinderella's Wish: A Musical Dramatization

Sister M. Leann, O.S.B.

St. Philip's School
Litchfield, Minn.

[Cinderella is sitting in front of the main curtain, daydreaming when her godmother appears on the scene.]

GODMOTHER: Good evening Cinderella! And what makes you look so sad and lonely?

CINDERELLA: Oh, Godmother, how I wish I had some of the advantages my stepsisters enjoy.

GODMOTHER: And what would be your first wish, my dear?

CINDERELLA: My first wish would be to have a baby grand piano and to be able to play it also.

GODMOTHER: Is that all you desire, my child?

CINDERELLA: It would be very nice to have a lot of storybook dolls; to talk to them, play with them and have them for my very own.

[Godmother puts her hand into a large beautiful bag and brings forth a pill.]

GODMOTHER: My dear Cinderella, take this pill with or without water and your fondest dreams will come true.

CINDERELLA: Thank you, Godmother.

[Cinderella takes the pill and swallows hard. She drops the cape that is covering her beautiful costume while the curtain goes up. On the stage are placed 15 story-book dolls around the piano.]

CINDERELLA: Oh Godmother, my fondest wishes have come true.

CINDERELLA [*goes to Dutch Doll and says*]: Who are you? Can you play the piano?

MARLENE: I'm just a wee Dutch doll and I would be so happy to play for you and all your friends. The piece I'll play is called "Climbing." [*She plays then says*]: The ballerino doll and I often practice together. You wouldn't mind playing for Cinderella would you?

THEODORA: Oh, no! Do you remember how hard I practiced at "Hanging Gardens?" I'm sure you would all enjoy



Scenes from "Cinderella's Wish" presented at St. Philip's School, Litchfield, Minn.



hearing it. I'll play it now. [*She plays, then turns to Cinderella and says*]: Cinderella, do you like the Alice Blue Gown piece as well as you like the doll?

CINDERELLA: It's hard to say! I could be more sure if I heard the piece now.

MARILYN C.: I would love to play for you — In My Alice Blue Gown. [*She plays then says*]: This must seem like a bit of heaven to Cinderella now that her wish is being fulfilled. I wonder if our angel doll could play a little heavenly music for us.

SUSAN BANTZ: Heavenly music is the only kind of music I know. I'll play my Angel Serenade for you. [*She plays and says*]: Angels have some things in common with the fairies — don't we little fairy doll.

JEAN KRAUSHER: Oh yes! You see neither one of us is human but still we love to dance! Will you let me play my Fairy Dance? [*She plays, then says*]: Now I'm sure all of you want to hear our little Scotch doll play her piece.

CINDERELLA: Really I'm enjoying this so much! I want to hear each and every one of you play — you are all such beautiful dolls.

DONNA LEE KREYER: I'm not big enough to play the Highland Fling yet — but if you would like to hear me — I'll

play "Tripletta" for you. [*She plays, then says*]: Of course we don't all play just piano. Our little Gretchen from Germany can play the violin. Gretchen will you please play for us now?

CONNIE SCHWARTZ: Yes, I know Cinderella will like my piece very much because it's called "Traumerei" which means "dreaming." Now listen!

CINDERELLA: Oh, if I could only play a violin. And what kind of a doll are you?

MONICA: I am a Spanish doll. We are very fond of music in my country. Listen while I play "Tinkling Tamborines." [*She plays — then addresses Mary Jo Schreier*]: Now if you like to hear another type of music like our friends down South enjoy, maybe we can have our nice darkie doll play for us.

MARY JO: It ain'ta goin na be the "Swanee River" and it ain'ta gonna be "Ol' Black Jo." But I's a gonna play fo yo all, the "Cotton Ball Waltz." [*Mary Jo goes over to Diane Gaisbauer and says*]: Come on yo lill doll yo ain'ta played fo Cinderella yet.

DIANE G.: Besides learning how to ski we also learn how to play piano in Switzerland, let me play my Swiss dance. It's so much fun.

CINDERELLA: And can my little sailor doll play the piano too?

MARY KAY CASSERELY: Yes! Would you like to hear me play "Sailing?"

CINDERELLA: Surely we would. [*She plays, then says*]:

MARY KAY: Did you see your Irish Doll over here?

CINDERELLA: Oh won't you come out and play for us?

BERNADINE Z.: Yes, Cinderella. Did you ever see a juggler? Listen to my piece, "The Jolly Juggler" and imagine his juggling to music. It's so much fun. [*She plays and then says*]: There must be a French doll here somewhere. Oh — there she is.

MARILYN K: Do you mean me?

CINDERELLA: Yes, come down and meet my friends and if you know how, please play a piece for us.

MARILYN: I will play "Valse Petite." In English that means Little Waltz. [*She plays, then says*]: Did Mr. Clown do anything for you yet?

CINDERELLA: No, I enjoy just seeing him — do you play, funny Clown?

KATHLEEN KNEISEL: Yes, I like to play about myself. I'll play the "Tumbling Clown."

CINDERELLA: We're coming to an end it seems. Please dear Godmother won't you try my baby grand?

KATHLEEN GANGL: Surely. I like to play piano, I'll play the dance of the "Triplets." [*Kathleen remains on the stool but turns to Cinderella and says*]: "Come Cinderella try the piano which will always be yours."

CINDERELLA: Oh — you're so good to me, Godmother. I know a little dance that I can play for you and all my doll friends.

MAUREEN STOEHR: That was wonderful Cinderella! Since this has been such a perfect spring day, I will play my piece which is called "The Spring Dance."

[*After this all join hands and say: Didn't we have a wonderful time tonight playing for Cinderella? Let's all sing Toy-land together. They sing.*]

Drill in Arithmetic

**Mother Jean Eudes,
R.S.H.M.**

Marymount School
Palos Verdes Estates, Calif.

"Now I see why seven and two are nine!" Johnny was excited. The concept had confused him before, but now he had made the discovery for himself through manipulation of concrete objects. Imagine the happiness of this little boy once the combination held meaning for him.

Meaningfulness is the child's key to success in arithmetic. If he understands what he is about, arithmetic becomes worthwhile, and he enjoys it. The opposite effects are apparent only when concepts hold no meaning or comprehension for him.

Has drill a place in Johnny's arithmetic program or has it been entirely replaced by practice in thinking, understanding, and

analyzing? The older type of mechanical and repetitive drill has no place in our present day arithmetic; but on the other hand modern methods of drill are valuable for maintaining, fixing, and increasing concepts already developed.

The traditional drill program consisted mostly of mechanical learning, largely abstract in nature. Teachers undertook to tell the children what to do, but they never explained the reason why an operation was performed.

Effective drill should follow rather than precede the development of an understanding. A pupil who fails to comprehend a phase in arithmetic will not derive any benefit from mere drill on the subject. What such a pupil needs is not more drill but an opportunity to learn. Drill cannot substitute for learning. When the particular phase has been presented in a meaningful way and becomes part of the

child's understanding, then it is time for drill or practice to quicken thinking and draw immediate response.

How much drill is needed? If arithmetic is meaningless to the child, much drill will be required to impress one particular fact. On the other hand, when concepts are preceded by an understanding on his part, the child will need less drill than a child who has learned through mere imitation and without comprehension.

There will continue to be a place for drill in the arithmetic program, but let us give it its rightful place. Drill creates skill and gives speed; but before these can be accomplished, first place must be given to mathematics based on concrete, meaningful experiences. Once understanding of concepts has been established, the teacher may proceed with various drills that will develop and strengthen efficiency in our arithmetic program.

Kinder Polka

Kinder Polka, or Children's Polka, a German folk dance, to which three variations were added, was presented by the sixth grade pupils of St. Aloysius school of West Allis, Wis. It was part of a program of various folk dances given by several parochial schools at Mount Mary College Auditorium, in Milwaukee, on Sunday April 8, 1956. The dance was well received by the audience. The dancers wore German costumes: girls in folk dresses, boys in knee pants and green Tyrolean hats with the traditional green feathers.

Variations of the Kinder Polka by Louis A. Zinsmeister.

With old Columbia record #A 3052, dance parts 1, 2, 1, 3, 2, 4, 3, 4.

With new Victor record #45-6179, dance parts 1, 2, 3, 4, which may be repeated.

With piano or orchestra music, dance parts 1, 2, 1, 3, 2, 4, 3, 4.

Formation: Children stand in a single circle of couples facing each other with hands joined and with arms extended slightly sideways. Boys stand with left sides, and girls stand with right sides toward the center of the circle.

ORIGINAL DANCE

Dance as Part 1

1. Two closing steps sideward toward the center of the circle—1, 2, 3, 4. Finish with three stamps on place—5, 6, 7. Rest—8. — 2 meas.

Two closing steps sideward away from the center—9, 10, 11, 12. Finish with three stamps on place—13, 14, 15. Rest—16. — 2 meas.

Louis A. Zinsmeister, M.Ed.

2949 North 19th St.

Milwaukee 6, Wis.

Repeat the above once more toward and away from the center—1 to 16. — 4 meas.

2. Bend knees slightly and clap hands once on knees—1. Rest—2. Clap own hands once in front of chest—3. Rest—4. — 1 meas.

Clap partner's hands three times—5, 6, 7. Rest—8. — 1 meas.

Repeat the above once more—9 to 16. — 2 meas.

3. Place right heel forward, place right elbow in palm of left hand, bend body right sideward, and shake index finger of right hand at partner (scold) three times—1, 2, 3. Rest—4. — 1 meas.

Change foot and arm position and scold left—5, 6, 7. Rest—8. — 1 meas.

4. Hands on hips: Make one complete turn, boys left, girls right, in four steps—9, 10, 11, 12. — 1 meas.

Pass partner left side to left side with four steps and go to the next partner—13, 14, 15, 16. — 1 meas.

Total 16 meas.

FIRST VARIATION

Dance as Part 2

Formation: Same as part "1," partners join both hands.

1. Hop once on right foot, place left heel forward, straighten left arm forward and bend right arm—1. Rest—2. Hop once on left foot, place right heel forward, straighten right arm forward and bend left arms—3. Rest—4. — 1 meas.

Change three times (l, r, l)—5, 6, 7. Rest—8. — 1 meas.

Hop once on left foot, place right heel forward, straighten right arm forward and bend left arm—9. Rest—10. Hop once on right foot, place left heel forward, straighten left arm forward and bend right arm—11. Rest—12. — 1 meas.

Change three times (r, l, r)—13, 14, 15. Rest—16. — 1 meas.

Repeat all of the above once more—1 to 16. — 4 meas.

2. Bend knees slightly and clap hands once on knees—1. Rest—2. Straighten knees and clap hands once in front of chest—3. Rest—4. — 1 meas.

Jump with one quarter turn left and clap partner's right hand—5. Jump with one half turn right and clap partner's left hand—6. Jump with one half turn left and clap partner's right hand—7. Rest—8. — 1 meas.

Face partner: Bend knees slightly and clap hands once on knees—9. Rest—10. Straighten knees and clap hands once in front of chest—11. Rest—12. — 1 meas.

Jump with one quarter turn right and clap partner's left hand—13. Jump with one half turn left and clap partner's right hand—14. Jump with one half turn right and clap partner's left hand—15. Rest—16. — 1 meas.

3. Face partner: Bend arms upward, hands near shoulders and point forefingers upward: Two glides left sideward, away from partner—1, 2. Step Curtsy left sideward: Step left sideward—3. Cross right foot behind left, bend knees slightly, bend body left sideward and touch chin with right forefinger—4. — 1 meas.

Two glides right sideward, toward partner—5, 6. Step Curtsy right sideward: Step right sideward—7. Cross left foot behind right, bend knees slightly, bend body right sideward and touch chin with left forefinger—8. — 1 meas.

4. Extend arms forward, join both hands with partner, feet close to partner's feet and lean backward: Turn (spin) with partner once and a half (1½) around in the ring to the left, on place, with many little steps—9 to 15. Face toward new partner and take dancing (waltz) position—16. — 2 meas. Total 16 meas.



Music for "Kinder Polka"

SECOND VARIATION

Dance as Part 3

Formation: Same as part "1," partners take dance (waltz) position.

1. Heel and toe placing with bending sideward toward center of circle: Boys place left heel forward; girls place right heel forward-1. Boys place left foot backward; girls place right foot backward-2. Boys place left heel forward; girls place right heel forward-3. Boys place left foot backward; girls place right foot backward-4. — 1 meas.

Two glides sideward toward center of circle-5, 6. Step sideward toward center of circle and close heels-7, 8. — 1 meas.

Remain in waltz position, bend inner arms upward and body outward: Repeat all beginning with outer foot: heel and toe, glide outward, step and close-9 to 16. — 2 meas.

Repeat all of the above once more toward and away from center-1 to 16. — 4 meas.

2. Side-stride-stand (separate feet), bend knees slightly and place hands on knees: Boys: Strike partner's cheek with right hand; girls, clap own hands once in front of chest-1. Rest-2. Boys: Clap own hands once in front of chest; girls, strike partner's cheek once with right hand-3. Rest-4. — 1 meas.

Boys: Strike partner's cheek with left hand; girls, clap own hands once in front of chest-5. Boys: Clap own hands once in front of chest; girls, strike partner's cheek once with left hand-6. Boys: Strike partner's cheek with right hand; girls, clap own hands once in front of chest-7. Rest-8. — 1 meas.

Girls: Strike partner's cheek with right hand; boys, clap own hands once in front of chest-9. Rest-10. Girls: Clap own hands once in front of chest; boys, strike partner's cheek with left hand-11. Rest-12. — 1 meas.

Girls: Strike partner's cheek with left hand; boys, clap own hands once in front of chest-13. Girls: Clap own hands once in front of chest; boys, strike partner's cheek with right hand-14. Girls: strike partner's cheek with right hand; boys, clap own hands once in front of chest-15. Rest-16. — 1 meas.

3. Hands in front of shoulders with forefingers pointing upward: Make one half ($\frac{1}{2}$) turn, boys left, girls right, with three little jumps on place-1, 2, 3. Rest-4. — 1 meas.

Make one half ($\frac{1}{2}$) turn, boys left, girls right, with three little jumps on place-5, 6, 7. Rest-8. — 1 meas.

4. Partners lock right elbows, make one and one half ($1\frac{1}{2}$) mill wheel right (turn partner) with eight skipping steps, then go to new partner-9 to 16. — 2 meas.

Total 16 meas.

THIRD VARIATION

Dance as Part 4

Formation: Same as part "1," place hands on partner's shoulders.

1. Hop on outside foot and place inside foot sideward-1. Rest-2. Hop on inside foot and place outside foot sideward-3. Rest-4. — 1 meas.

Change three times (inside, outside, inside)-5, 6, 7. Rest-8. — 1 meas.

Hop on inside foot and place outside foot sideward-9. Rest-10. Hop on outside

foot and place inside foot sideward-11. Rest-12. — 1 meas.

Change three times (outside, inside, outside)-13, 14, 15. Rest-16. — 1 meas.

Repeat all of the above once more-1 to 16. — 4 meas.

2. Bend knees slightly and clap hands once on knees-1. Rest-2. Straighten knees and clap partner's hands once-3. Rest-4. — 1 meas.

Make one complete turn beginning inward with three little running steps, on place, and clap hands three times in front of chest-5, 6, 7. Rest-8. — 1 meas.

Bend knees slightly and clap hands once on knees-9. Rest-10. Straighten knees and clap partner's hands once-11. Rest-12. — 1 meas.

One complete turn beginning outward with three little running steps, on place, and clap hands three times in front of chest-13, 14, 15. Rest-16. — 1 meas.

3. Bend arms upward, hands near shoulders, point forefingers upward: Bend and straighten body left, right and left sideward and dip knees with each bending and straightening-1, 2, 3. Rest-4. — 1 meas.

Bend and straighten body right, left and right sideward and dip knees once with each bending and straightening-5, 6, 7. Rest-8. — 1 meas.

4. Partners take dance (waltz) position: Turn partner right, once and a half around, with four Step Hops, boys begin with left foot, girls with right foot, and bend body from side to side in rhythm with the Step Hops-9, 10-11, 12-13, 14-15, 16. — 2 meas.

Finish standing in front of new partner, on the sixteenth count when the dance is to be continued.

Total 16 meas.

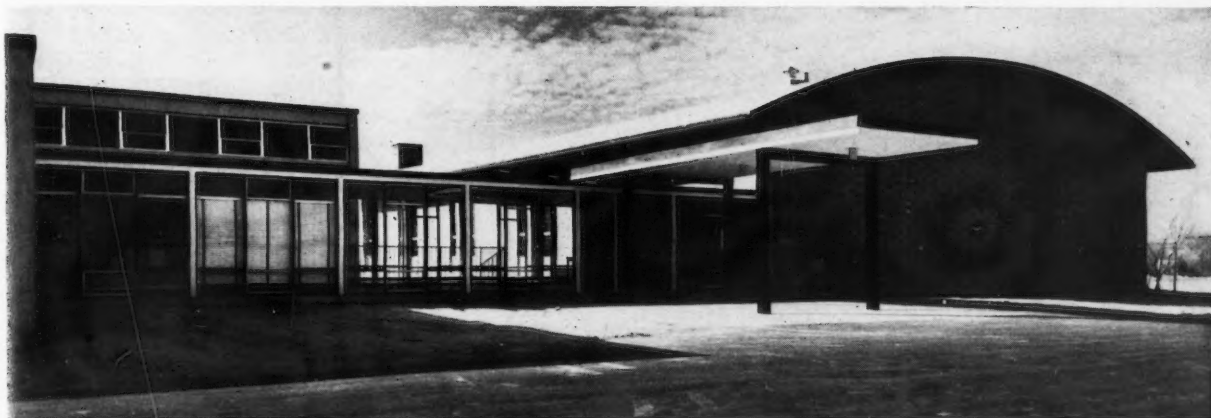
Should the dance end here, let the children take the following poses when they meet their new partners:

Boys: Face partner, place right foot backward, kneel on right knee, give left hand to partner, extend right arm gracefully right sideward. Look at partner and smile.

Girls: Face partner, stand on right foot, turn slightly left sideward, place left foot sideward, give right hand to partner and extend left arm obliquely side downward, palm upward. Bend body slightly left sideward and backward, tilt head backward, look upward and smile.

Note: Tell the children to hold their poses, motionless, like little Bertha Hummel statuettes, for several seconds, or, until the curtain has been lowered.

(Concluded on page 138)



St. Catherine Laboure Parish Building. Note the glass-walled entrance lobby between the auditorium-gymnasium (now the church) and the school wing, part of which is now the convent. Building designed by Hellmuth, Obata, & Kassabaum of St. Louis. Photo by MacMizuki.

St. Catherine Laboure School, Sappington, Mo.

Temporary Church and Convent Borrowed from Permanent School Space



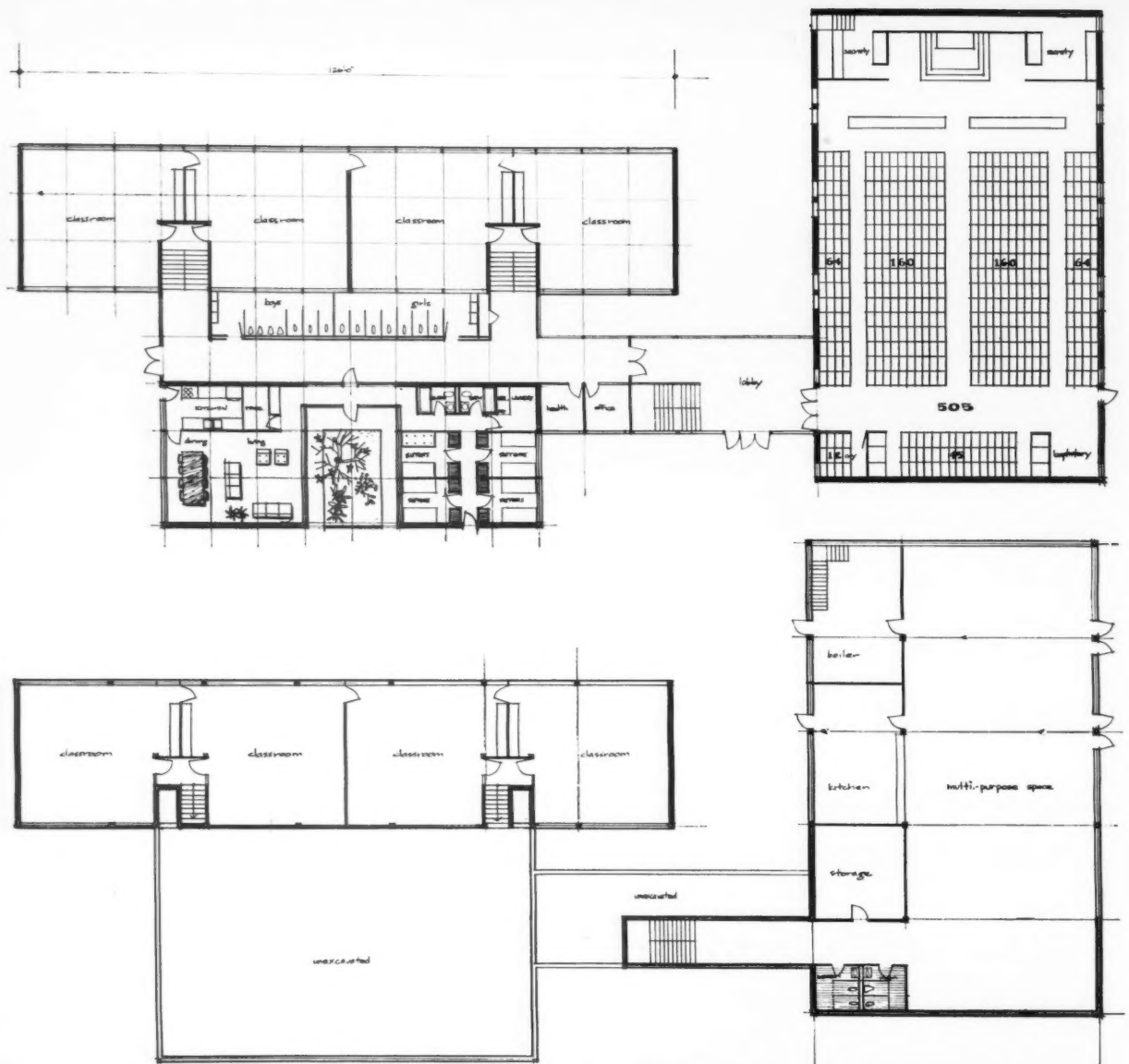
St. Catherine Laboure Parish Building. School wing in foreground, church wing in background.

By combining church, school, and convent in one flexible, expandable design, architects Hellmuth, Obata & Kassabaum, Inc., of St. Louis, provided an unusual solution to the problem of limited budget for the parish of St. Catherine Laboure, Sappington, Missouri, in its new \$277,000 building.

The structure, of reinforced concrete exposed frame and brick panel, includes a church seating more than 400, eight classrooms accommodating 240 children for the parish elementary school, and living quarters for the nuns who staff the school. It provides in addition a large multi-purpose room, which will serve the school as a cafeteria and bad weather playroom, and serve the church as a parish hall for meetings, entertainments, and other activities.

A Permanent School Plant

The building is designed to anticipate future parish needs. The convent space will be easily adapted for use as additional classrooms when a new convent is built.



Floor plans of the St. Catherine Laboure building showing the upper and lower floors. Note that the sections used temporarily as church and convent are planned definitely as auditorium-gymnasium and classroom space.

Also, at a later date, it is planned to build a new parish church, at which time the present church will become a combination gymnasium-auditorium for the school. In other words, the church and the convent have been designed as school space but adapted temporarily for their present use.

Unusual features of the building are the attractive, glass-walled lobby, which serves as a connecting link between the church and the school wings of the building, and the split level design of the classroom section. Classrooms are arranged in two stories of four rooms each. Lower-floor rooms are a half-level below the entrance level of the building. Upper-floor

classrooms are a half-level above. This arrangement makes possible the economy of two-story construction, plus the additional savings of common between-level hall and toilet facilities for the schoolrooms. The building site slopes away at the rear of the building, so that full height windows are possible in all schoolrooms. Six of the eight schoolrooms have windows on opposite sides, providing bilateral natural lighting.

The slope of the site also makes possible full windows in the multi-purpose room, which is located directly beneath the church, reached by a stairway from the lobby. This room, which includes a kitchen,

will provide a lunchroom and play space for school children and serve as meeting room for larger parish gatherings.

Efficiency and Economy

Construction costs were held down by the use of painted masonry block interior finishing, and the exposed concrete frame exterior. Asphalt tile floors and acoustical tile ceilings are used throughout. The two solid end walls of the church wing are finished outside with a specially designed brick pattern, which gives an interesting texture and shadow effect. The side walls of the church have alternating brick panels and stained glass windows designed by

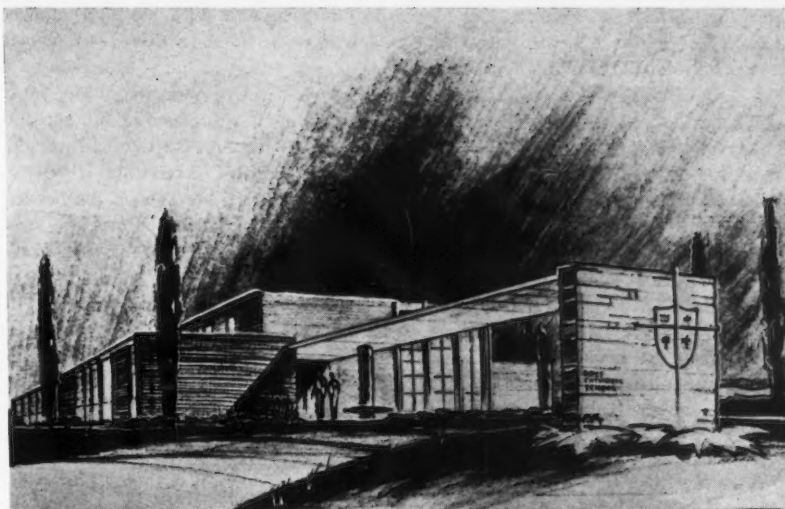
Emil Frei. The church roof is a gradual arch, with the concrete beams exposed inside.

The convent section of the new building provides living facilities for the present teaching staff of the school. As the school's needs increase, a new convent will be built for the larger staff, and the present living quarters will be converted into an additional classroom section adjoining the other classrooms.

The roof is of reinforced concrete slab covered with built-up tar and gravel. Windows are of the projecting type in aluminum frames. Corridor floor and stair treads are of cement. Toilet rooms have structural glazed tile walls and ceramic tile floors. There is forced, hot water heating from oil-fired burners. Ventilation is provided by exhaust fans. The school is equipped with a program clock and a broadcasting system.

The contract cost of the building was \$277,000—\$10.92 per square foot and \$1,000 per pupil.

Rev. Wendelin Dunker, C.M., is pastor of St. Catherine Laboure Parish in Sappington, St. Louis County, Mo. The Sisters of Charity of St. Vincent de Paul are in charge of the school.



Louisville Group Plans a Catholic Country Day School

Above is Louisville Architect, Robert Nolan's visualization of one of the buildings for a Catholic Country Day School near Louisville, Ky., to be owned and operated by a group of Catholic lay people under the patronage of Most Rev. John A. Floersh, Archbishop of Louisville, who will appoint a priest to care for the religious needs of the students. This building will house a chapel, six classrooms, dinning and recreation rooms, and offices.

Selection of Cutlery for the School Lunchroom

Christine Ryman Pensinger

Food & Equipment Consultant

The Aluminum Cooking Utensil Co., Inc.,
New Kensington, Pa.

More interest than ever before has been shown recently by cafeteria managers and workers in school lunchrooms regarding proper cutlery for their use. This is only natural, because even though the kitchen and equipment may be of the latest design and make, the food cannot be properly prepared without efficient tools, including cutlery. The professional chef or cook owns his own cutlery. When he reports for work he brings a box equipped with a strong padlock which contains his assortment of cutlery necessary to do the work

for which he is hired. Each chef has a preference for a certain type of knife just as a golfer prefers a certain club for each type of shot. It is an unwritten law in the kitchen, that no one ever touches, let

alone uses, a knife which doesn't belong to him, if he wishes to keep his fingers intact.

Care of Cutlery

It is economical to purchase good cutlery in the beginning but initially it is expensive. Before any cutlery is purchased the cafeteria manager should have a well-planned program to care for the cutlery in her kitchen. Good cutlery will give many years of service with the proper care. Also included in this program of proper care will be a well-organized plan to prevent the loss or misplacement of this cutlery.

In certain sections of the country, the state department of public health is setting up certain rules as to how cutlery is to be stored and kept in sanitary condition when not in use. Even when placing



Christine R. Pensinger

cutlery in a drawer, when not in use, the blades of knives may become nicked although dividers are utilized. This is not the most sanitary method of storing cutlery and it makes it more difficult for the cafeteria manager to count each piece at the end of the day. Since cutlery consists of small articles, there is considerable danger of its being lost; this is especially true of paring knives. School purchasing agents often say that they would purchase good cutlery if they could be assured it would be given good care. They certainly are justified in this stand. The cafeteria manager who has planned a program on the care of her cutlery and all other equipment has improved her chance of getting the new items she needs.

A cutlery rack with a door and lock mounted on the wall with only enough slots for those particular items used in the kitchen has solved the problem for many. Some managers place the cutlery rack at the end of the cook's or baker's table. However, many health departments are now insisting that cutlery be kept sanitary when not in use by not exposing the blades to open air. The rack and case should, therefore, be of lightweight material which can be kept sanitary.

There is a great need for some manufacturer to produce a sanitary cutlery rack, or a series of them in various sizes. Because of various meal loads in schools about three different sizes are needed. Until recently there were very few requests for cutlery racks, but at the present time there are many requests. State and federal institutions usually build their own. Hotels and restaurants have no need for racks because chefs and cooks furnish

their own cutlery. With the large number of schools being built today and schools purchasing cutlery, there is a definite need for a well-designed sanitary cutlery rack.

In addition to the proper storing and checking of cutlery at the end of the day, care must be taken that it be put away clean. A 12- or 14-inch magnetized steel should be purchased in order to keep the edges of the blades of the knife straight. A steel is not a knife sharpener but primarily a conditioner. In order to use the steel, the blade of the knife should be moved in a sweeping, circular motion from the heel of the blade to the tip at a slight angle of about 15 to 25 degrees. The blades of the knives should always be kept sharp. Most hotels and restaurants have a professional knife sharpener who comes once a week to sharpen all knives; but, very few schools have this type of service. The sharpening of knives in schools is the responsibility of the manager or her cooks. Mechanical knife sharpeners are available and the directions of the manufacturer should be followed. The knife should be applied to the carborundum at an angle predetermined by the guide slot in the device. If there is no guide device, it should be held at a 15- to 20-degree angle.

Construction Requirements of Good Cutlery

Much thought should be given to detailed specifications when requesting the purchase of cutlery. The blades should be of a high carbon alloy or high carbon stainless steel. Full-tang construction is desirable; this means that the steel in the knife should continue to the end of

the handle. The rivets should be of the high compression type, a minimum of two with three being preferable. The handle should be of a hardwood or composition material.

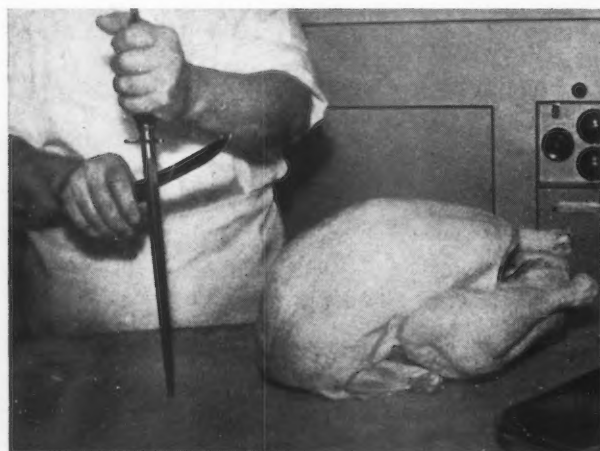
Chefs purchase knives in much the same way a golf professional purchases a golf club. The knife must feel right in one's hand and be perfectly balanced. Since the average woman's hand is smaller than that of a man, women cooks have found it difficult in the past to purchase a professional chef's knife with handle small enough to permit them to work with ease.

There is on the market today a professional chef's line of cutlery which has been especially designed so that a woman with a small hand can use the largest chef's knife with ease. This is called Lamb Wedge-Lock Cutlery and was developed by Thomas Lamb after he had tested thousands of men's and women's hands. This is considered the safest type of cutlery for use because, with this Lamb construction, even when hands are wet and greasy they do not slip; the handles are actually an extension of the hand.

Scientific distribution of weight leaves the hand relaxed, minimizing hand fatigue, and at the same time permitting the hand to function fully and correctly. Lamb Wedge-Lock Cutlery cannot slip, slide, turn, or roll in the hand and won't pinch or cramp the fingers. This Lamb Wedge-Lock Handle was chosen by the Museum of Modern Arts for good design exhibition in the Merchandise Mart in Chicago.

Cutlery Items Needed for Schools

Because of the limited number of items served in the school lunchroom a large



A Magnetized Steel keeps cutting edges in top condition. A steel is not a sharpener but a conditioner. Mechanical sharpeners are available. The Cook's Knife or French Knife (right) is designed for chopping small quantities of vegetables — parsley, celery, onions, nuts, etc. While the point of the knife is held stationary with the palm of the hand, the blade can be rotated in an up-and-down motion from side to side. Photo by Wear-Ever.

assortment of various cutlery items is not needed. Only those items necessary to do the job should be purchased, but these should be of good construction.

1. The most important knife is the "Cook's Knife or French Knife," with an 8-, 10-, or 12-in. blade. Many women are reluctant to use this French Knife because it looks so big. For this reason many are using the 8-in. cook's knife. The well-balanced 12-in. French Chef's knife will do twice as much work as the 8-in. one with much less effort on the part of the operator than the smaller one, providing the cook has the proper "Know-How" for its use. The French Chef's Knife is used for cutting raw vegetables, slicing hot meat, chopping of small quantities of materials, such as parsley, onions, and nuts. The point of the knife is held on the table, and guided by the fleshy part of the palm of the hand. The blade is then rotated in an up and down motion from side to side. It is an art to be able to use the French Knife well. First, one needs instruction and training to secure the "Know-How" and then much practice to perfect the skill.

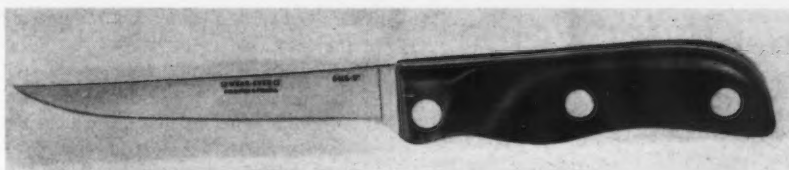
2. The "Slicer" is also very important to the school cook since it is used for slicing all types of cooled or cold meats and bread, if they are not purchased sliced. The knife which most schools find best for their use has a 10- or 12-in. blade. This knife should be used with long sweeping strokes, instead of a sawing motion.

3. A boning knife having a 6-in. flexible, narrow blade, as well as a 6-in. boning knife with a stiff wide blade are necessary for use in schools. The boning knife is used for coring lettuce, dicing raw meats, disjuncting fowl, removing meat from bones. The short maneuverable blade makes it ideal to use.

4. The paring knife should have a spear or clip point with a 2½- or 3-in. blade of high carbon stainless steel. It is used for cutting, peeling, trimming, and coring vegetables. The flexible or semi-flexible maneuverable blade is easy to use when working on irregular surfaces.

5. A 12-in. over-all stainless steel kitchen fork is necessary for spearing or piercing in order to lift large pieces of food such as turkeys or roasts and to lift small pieces of food in preparation and serving. For large pieces two forks are used—one on either side.

6. An 8-in. flexible bowl knife is necessary for spreading sandwiches, frosting cakes, cleaning bowls, cutting cakes and removing them from the pan. The flexible blade allows a swirling motion for spread-



Quality cutlery serves best. Blades of high carbon stainless steel are preferred. Full-tang construction and three compression-type rivets assure years of service. The handle should be of hard wood or composition. A scientifically designed handle (boning knife, above) is incorporated in Lamb Wedge-Lock Cutlery, especially adaptable to women. Photo by Wear-Ever.

ing and fits the contour of bowls for scraping clean.

7. Spatulas having blades of high carbon stainless steel, both wide and narrow, and being in length from 8 to 10 in. are necessary for many different operations.

8. The sandwich spreader and frosting spatula are variations of the bowl knife and spatula mentioned above.

9. A "hamburger" turner, made of stainless steel having a flat area of approximately 3 by 4½ in. is very useful. Many cooks also use a turner or offset spatula having a stainless steel blade approximately 10 in. in length and 1½ in. wide.

The number of each of the cutlery items needed will of course vary with the meal load. Detailed information as to the amount of cutlery needed for various meal loads will be sent upon request—free of charge.

An excellent film entitled, "The Magic



Always useful is the Hamburger Turner. Made of stainless steel, it has a flat area about 3 by 4½ inches. Photo by Wear-Ever.

Knife," is free to schools for showings at city and local workshops. A series of color slides on, "The Use of Cutlery in the Schools," which many managers are finding very helpful, is also available. Information as to the method of securing the above materials will be sent upon request to the author.

Building News

IN ALABAMA

Most Pure Heart of Mary, Mobile

Formal dedication ceremonies were held February 10 at Most Pure Heart of Mary Parish, Mobile, Ala., to bless a new and modern grammar school just erected. The new building, built to replace a structure almost 75 years in age, contains 8 classrooms, which extend the length of the building. Each of the rooms has maximum window space and a door opening onto a covered walk which leads to the auditorium-cafeteria. The building is of concrete block construction with each of the rooms finished in pastel tints with green blackboards and modern desks. The auditorium seats approximately 400 persons and has an acoustical ceiling and asphalt tile floor. The entire building is covered by a steel roof.

IN CALIFORNIA

Our Lady of Guadalupe, Calexico

A large, new parochial school with accommodations for 800 students has been

opened at Our Lady of Guadalupe parish, Calexico, Calif. A reinforced concrete building, it contains 10 classrooms which measure 30 by 30 feet. Ample space for playgrounds adjoin the school where a lot, 300 by 150 feet, was acquired prior to construction.

IN CONNECTICUT

Monastery of Our Lady of Grace, North Guilford

Rebuilding of their monastery, which was destroyed by fire slightly more than a year ago, has been begun by the Dominican Nuns of Perpetual Adoration, at North Guilford, Conn. Provisions have been made to obtain all construction materials at cost. Cash donations have given the nuns about half of the money they eventually will need for the \$500,000 monastery which will be reconstructed on the site of the old one. The original Monastery of Our Lady of Grace was completely destroyed by a fire which took the lives of three of the nuns.

(Continued on page 138)

Kinder Polka

(Concluded from page 132)

EXPLANATION OF STEPS

1. Closing Step left sideward (part 1):
Step left sideward-1. Close heels right to left-2.

2. Jumping (part 2):

Both feet leave the floor at the same time and touch the floor again at the same time.

3. Glide left sideward (part 2):

Same as Closing Step but done with a glide in one count.

4. Waltz Position (part 3):

Partners face each other. The boy places his right arm around the girl's waist, with right hand between her shoulder blades. His left arm is held sideward with palm up. The girl places her left hand on the right shoulder of her partner. Her right hand rests in the boy's left hand.

5. Striking cheek and clapping hands (part 3):

The striking of the cheek, accompanied by hand clapping must seem as though one dancer is giving the other a hard slap on the cheek. Try to cover the hand clapping by doing it close to the body. Teach each part by itself without partners, then combine the parts with partners facing each other.

6. Inward and outward (part 3):

When the dancers are in a circle formation, inward is toward the center of the

circle. Outward is away from the center of the circle.

7. Inside and outside foot (part 4):

The foot nearest the center of the circle is the inside foot; the foot nearest the outside of the circle is the outside foot.

8. Knee dipping with bending body sideward (part 4):

With each sideward bending of the body, the knees are bent slightly. With each straightening of the body the knees are also straightened. Count "one" for each combined bending and straightening of body and knees.

9. Step Hop Turn (part 4):

The important part in this turn is the sideward bending of the couples. On the Step Hop Turn left, the body is bent to the left; on the Step Hop Turn right, the body is bent right sideward. Boys begin with left foot; therefore, they begin with bending left sideward. Girls begin with right foot; therefore, they begin with bending right sideward. Unless the bending is done correctly, the Step Hop Turn will lose its effectiveness.

10. Pose (part 4):

Teach children to hold poses correctly and motionless. Impress upon them not even to move their eyes as the spotlight picks up movements of the whites of the eyes. Even blinking the eyes is noticeable. The posing in the rear of the stage is as important a role as posing at the sides of the stage or near the foot lights. Tell the dancers about being little Bertha Hummel statuettes.

ask HOW can two dogs help in "Arithmetic"? Here is the answer.

First we chose the color. The boys voted for the brown dog and the girls, for the black one. Then we decided upon a name for our puppies. After giving a list of names, the boys liked "Snooky," the girls, "Prince." Each has a dog house and it is for us to keep our dog out.

To keep our dogs out, we see how many 100%'s each team gets. The winning team keeps the dog out and wins a point. For every five points the dog gets a bone. And how they wait for that bone! The losing team's dog must go into the house. What whinings we hear!

Comments Overheard When the Boys' Dog Went Into the House

"Snooky is smart, he stays in to keep warm."

"Snooky is looking at his Christmas toys."

"Snooky doesn't like to be out in the cold."

"Snooky is studying his arithmetic."

"Snooky wants to see how it looks inside."

"Snooky went in to take a nap."

Building News

(Continued from page 137)

IN MASSACHUSETTS

Stonehill College, North Easton

Stonehill College, North Easton, Mass., held dedication ceremonies, January 27, to open the second classroom building on the school's 588-acre campus. The new building provides 10 classrooms and needed office space.

IN NEW JERSEY

Marylawn High School, South Orange

A new \$750,000 Marylawn High School building was dedicated, Feb. 2, at South Orange, N. J. The structure designed in a modified colonial style, contains nine classrooms, library unit, principal's office, secretary's office, guidance center, reception room, offices for the student council, Sodality of Our Lady and publications, faculty rooms, health center, all-purpose room, home-economics department, auditorium-gymnasium with stage and check rooms, typing room, chemistry and biology laboratories, art studio, audio-visual center, photographic darkroom, cafeteria, kitchen, lay faculty dining room, athletics office and student locker rooms.

IN NEW YORK

Expansion in New York

On February 7, His Eminence Cardinal Spellman announced an \$18,000,000 school building program in the Archdiocese of New York. It will include 17 new buildings—seven high schools and ten elementary schools.

(Concluded on page 44A)

Give Your Dog a Bone



This is an excerpt from our school paper, *The Gehlen-Aire*, describing one of our original arithmetic projects.

EAGER BONE EATERS

After the Christmas holidays, we found two little puppies in our classroom. Were they walking around? No! They were chained to their dog houses.

Sister M. Helene, S.C.C.

Gehlen Grade School

Le Mars, Iowa

The Third Graders have two "Mascots," so that they can learn their *multiplication* and *division* tables better and faster. Do

New Books of Value to Teachers

The World Book Encyclopedia

Jones J. Morriss, Editor in Chief. 19 vols.; 10,518 pp.; illustrated with pictures, maps, charts, etc. Field Enterprises, Inc., Merchandise Mart Plaza, Chicago 54, Ill. 1957.

One of the leaders in the field of encyclopedias designed for the use of students in grades 3 to 12 is the *World Book*. The divergencies in reading capacities of the students in these grades is admirably handled in this encyclopedia by having the subjects which are studied at different age levels treated in articles graduated in reading difficulty so that the children can proceed from the simple to the more complex phases of the subject.

Accuracy, clarity, and lucidity of thought characterize the beautiful 1957 edition of the *World Book*. Diagrams, drawings, pictographs, graphs, charts, and photographs are appropriately and abundantly used, not only with a view to eye-catching presentation, but also with the far more important objective of clarification of ideas.

An up-to-the-minute source of correct facts is essential to those who must keep abreast of the fast-moving tide of events in the modern world. Continuous revision of reference material is vital, and to keep its publication out in front the *World Book* goes to press twice a year. Its large staff of full-time experts, headed by Editor in Chief J. Morris Jones, Managing Editor David C. Whitney, and Director of Educational Research William H. Nault, is assisted by outside specialists who guide its editors in the inclusion and exclusion of subject matter. In general, the articles are signed, and more than 1600 authorities have participated in giving the *World Book* an extremely high rating for authenticity.

Of special interest to those on the "firing line" of education are the supplementary resources provided to help teachers in their planning. These include instructional pamphlets for teaching the use of the encyclopedia to children at various grade levels, 22 unit teaching plans, and 2 film strips.

In attempting to review the *World Book* for Catholic educators, primary stress must be laid upon its treatment of religious topics. The editors of the *World Book* have a policy which indicates their desire to receive from Catholic sources the correction of any mistaken notions and of any incorrect emphasis. The *World Book* has been most generous in the completeness of its coverage of religious subjects. Practically all Catholic articles as well as many articles pertaining to religion bear the signature of Bishop Fulton J. Sheen. His article on Christ, which he wrote

jointly with Allen R. Blegen, president of the Lutheran Bible Institute of Chicago, is reverent and masterful, and free from the confused thinking which often characterizes the treatment of religious subjects in secular encyclopedias.

The changes in school life and the increased enrollment of the school of today create new problems in teaching. One of these problems is that, although the children may be getting sufficient material for drill in subjects like arithmetic, they may also be missing out on many related meanings. The *World Book* can provide many meaningful experiences. Excellent illustrations and clear word pictures help the student toward the concretization of abstract principles. Volume 11 carries a fine article entitled "Mathematics Can Be Fun," which supplies an interesting, zestful touch for the young mathematician.

The teacher must face, too, the omnipresent problem of meeting each child at his own reading level and helping him to develop at his own rate of speed. As an extra challenge for the brilliant youngster, the *World Book* abounds in enrichment material which the child can use in accordance with his desires and needs and talents. The average and slower-than-average reader may improve specific reading skills by using the *World Book*. He can skim-read to answer certain questions; he can develop comprehension by reading articles such as "Weaving" and demonstrating his findings for the class; he can increase his vocabulary by the use of such articles as "Australia" which are rich in definitions. It is to be hoped that ultimately the interest stimulated in class through efficient tools like the *World Book* will encourage him to carry over to his home the desire for independent reading.

In the area of the social studies, the quality of up-to-dateness characterizing the *World Book* is deeply appreciated. Articles on countries such as England, Denmark, and the Netherlands were revised to keep pace with their developments. Changes made in our own country as a result of the November elections were reported. To help the student grasp the significance of the day-to-day changes in his world of current events, there is a network of colored maps throughout the 18 volumes.

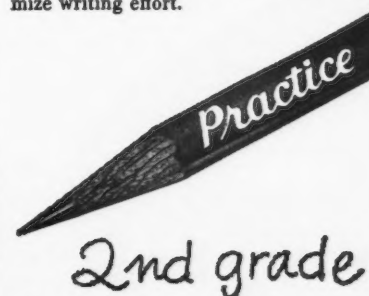
But more important than mere facts for our students is the formation of correct attitudes which are to be the influence on their later lives. Since we believe as Christian educators that "It's not what you have in your head that matters, but what you have in your heart," it is most important that any research tools we place

(Continued on page 40A)

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New Books

(Continued from page 39A)

in the hands of our students reflect the Christian social principles upon which we pattern our teaching of the social sciences. Here the *World Book* shines. In articles such as "Labor" there is a most reverent attitude toward the dignity of man. In reporting on world scenes—Africa, Asia, India, Indonesia, Korea, Israel—where political events have caused such great changes, there is the recurrent theme of the similar problems and similar needs of

all people. Perhaps the most outstanding contribution of the *World Book* to the teacher of social studies is a magnificent section entitled "The World," which strives to establish the concepts of global geography through the interrelating of isolated geographical learnings. The study of the world is based on five themes: the world as man's home, how man has learned to use his home, the world's people, the world's age-old problems, and the challenge of today. A small amount of ingenuity on the part of the teacher could extend this study into the Christian social principles that show man's dependence on his fellow men, his need to use God's gifts

intelligently, his duty to share his knowledge, and his obligation to choose the welfare of a group in preference to his own.

New articles in science ("Space Travel," "Solar Energy," and "Skin Diving") indicate the desire of the *World Book* editors to bring to the students of 1957 the latest facts of the scientific world. Diagrams, arresting and easily comprehended, and beautiful new color drawings, such as those accompanying the articles "Moon" and "Heart," have been prepared. From the teacher's standpoint, perhaps the most valuable asset of the articles on science is the attempt to show the workings of scientific principles in real-life situations. This can be seen from the sections showing how clocks work, how books are bound, how linoleum is made, how synthetic fibers are manufactured, how a barometer can be utilized in a classroom, and how gasoline engines operate.

Thirty pages of full-color reproductions of European and American artists in "Painting" are a source of great benefit to those teaching art. Teachers of English will find elucidating articles on functional grammar, and much worth-while information on the literature of many nations.

The development of study skills at the upper elementary and high school levels is an objective of great importance. To help the student achieve success in these skills, the *World Book* offers bibliographies with the major topics to send readers to other sources for more specific information. Outlines help the student to systematize his subject matter; questions following the broad-area subjects draw his attention to familiar, striking, and unusual facts; Volume 19, the Reading and Study Guide, assures his making the best possible use of the *World Book*, for it classifies subject matter in 44 major areas of learning.

To help his students in the choice of a career is both a privilege and a responsibility of a good teacher. The *World Book* staff has made a special effort to be of assistance in this field of guidance. Not only do the volumes contain much to help the student evaluate potential careers in the major fields, but a supplementary booklet, *A Career Planning Guide*, is available which helps students select a life career. The *World Book Encyclopedia Reference Library* also answers questions regarding various career areas: i.e., Aviation, Dress Designing, Chemistry, Law.

The 1957 *World Book* is a superb achievement. To give encouragement to teachers, to meet the needs of the school program, to satisfy and broaden the interests of children, principals and administrators would do well to consider its use in the classroom.

—Sister Margaret Michaela, O.P.
Principal, St. Edmund School,
Oak Park, Ill.

(Continued on page 42A)

Books that grow up with children

THE THORNDIKE-BARNHART DICTIONARY PROGRAM

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Junior Dictionary
for Grades 5-8

High School Dictionary
for Grades 9-12

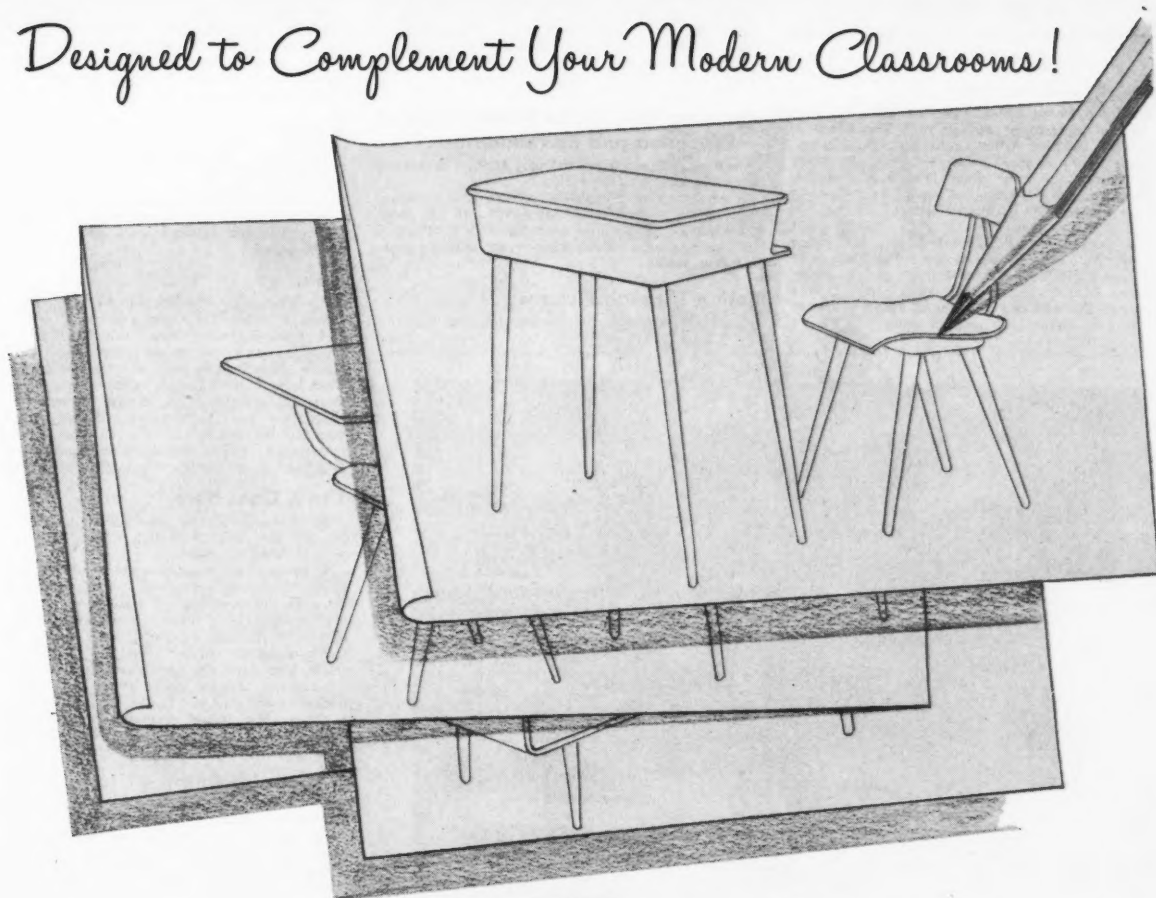
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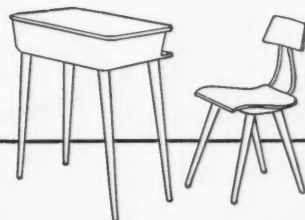
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April 23-26

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New Books

(Continued from page 40A)

Paper-Bound Reprints

Doubleday Image Books, New York, N. Y., latest releases in paper-bound editions are: *The Christ of Catholicism* by Dom Aelred Graham, O.S.B., 250 pp., 95 cents; *Saint Francis Xavier* by James Broderick, S.J., 359 pp., 95 cents; *Saint Francis of Assisi* by G. K. Chesterton, 158 pp., 65 cents; and *Existence and the Existent* by Jacques Maritain, 153 pp., 75 cents.

New titles issued by Pocket Books, Inc., New York, N. Y., in paperbacks include: *The Tragedy of King Lear* by William Shakespeare, 125 pp., 35 cents; *Gulliver's Travels* by Jonathan Swift, 300 pp., 35 cents; and *The Life and Opinions of Tristram Shandy* by Lawrence Sterne, 510 pp., 50 cents.

The New American Library of World Literature, Inc., New York, N. Y., has published a paper-bound Mentor Book edition of *The Papal Encyclicals in Their Historical Context* by Anne Fremantle, 320 pp., 50 cents; and Lumen Books, Chicago, Ill., has available a paper-bound life of Christ, *Behold the Man* by Ward Caille, 223 pp., 75 cents.

Planning Facilities for Health, Physical Education and Recreation

Revised edition. Paper, 160 pp., \$2.50. The Athletic Institute, Inc., Chicago 4, Ill.

This guide was completely revised at a workshop held for that purpose in May, 1956. All the latest developments in facility planning and construction are covered and a sizable chapter on resident camps has been added.

Italian Through Pictures

By I. A. Richards, Italo Evangelista and Christine

Gibson. Paper, 288 pp., 35 cents. Pocket Books, Inc., New York, N. Y.

A book of stick figure drawings with explanatory captions in Italian, this is a new language teaching aid that has proved successful in teaching English, French, German, Spanish, and Hebrew. A pronunciation guide is followed by picture situation sequences which progress step by step into the Italian language.

Rouge

By Henri Duvernois. Introduction, exercises, and vocabulary by Edgar Milton Bowman. Cloth, 189 pp., \$1.80. D. C. Heath & Co., Boston, Mass.

A French comedy in three acts plus notes of historical and geographical information, a 50-page vocabulary section and exercises based on outstanding parts of the play.

Latin

By Frederick Wheelock. Paper, 301 pp., \$1.95. Barnes & Noble, Inc., New York 3, N. Y.

A *College Outline* book, this beginner's text in Latin is well geared to the interests and abilities of college students. The basic exercises are sentences derived from Latin literature rather than contrived synthetic Latin sentences. A 15-page introduction to the course sketches the linguistic, literary, and paleogeographical background of Latin. To prevent dullness of presentation, lessons containing substantive forms are alternated with lessons containing verbal forms.

The X Goes Here

By Kenneth Sheldon and Max Grossman. Paper, 64 pp. The Civic Education Center, Tufts University, Medford 55, Mass.

A preview of what prompts so many adults to engage in political discussions is afforded civics students in this pamphlet. A realistic picture is drawn of the way the political system actually works in the U. S. Emphasized throughout are the common man's duties of citizenship and the abuses that may result from his failure to meet his duties properly. Biographical sketches praising several statesmen are worked in and, all in all, the subject is presented in a manner that should stimulate students to want to delve deeper into how their local and national government operates.

A Room for Cathy

By Catherine Woolley. Cloth, 191 pp., \$2.50. William Morrow & Co., New York 16, N. Y.

A young girl's excitement over moving to a new home in a new city is composed of a great mixture of emotions. Aptly portraying these emotions in all their intensity in a nine-year-old girl, Catherine Woolley has come up with another appealing, true to life story for girls age 8 to 12. Containing the little details of life a girl of nine might enter in a diary if she kept one, this story should prove popular reading.

Filing Office Practice

Second edition. By Bassett & Agnew. South-Western Publishing Co., Cincinnati 27, Ohio.

This is a handy kit containing all the materials needed for practice training in filing cards and correspondence alphabetically, numerically, geographically, and according to subject.

Men to Remember

By Kenneth Sheldon and Wyman Holmes. Paper, 75 pp. The Civic Education Center, Tufts University, Medford 55, Mass.

Wars produce many heroes, too many, in fact, for all to be duly praised and recognized. This pamphlet is an effective reminder of that fact, containing inspiring stories of deeds of bravery performed by little known heroes of the Revolutionary War, Civil War, the War of 1812, and the recent fighting in Korea. The tales it relates should strengthen high ideals in youngsters and give them a deeper appreciation of the meaning of democracy.

An Outline of Dante's The Divine Comedy

By Anthony J. DeVito, Ph.D. Paper, 52 pp., 85 cents. Student Outlines Co., Boston, Mass.

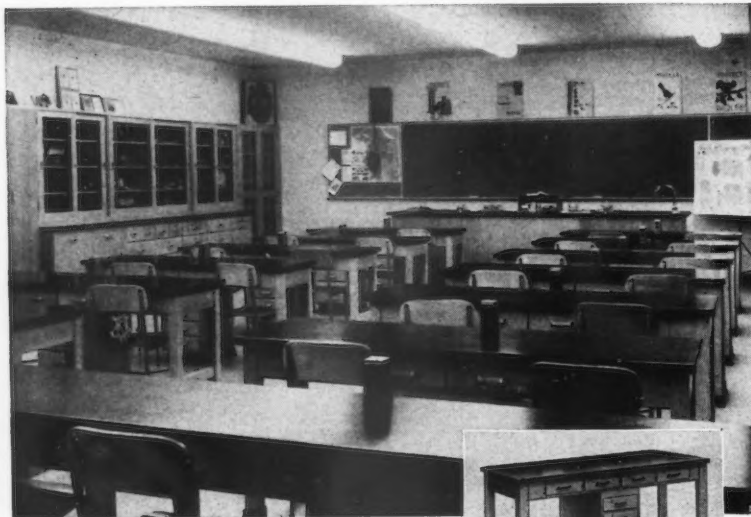
The Divine Comedy summarized in simple language.

Playlets on Human Relations

Published by the Anti-Defamation League of B'Nai B'Rith, New York 22, N. Y. *Mary Smith Meets Mr. People*, paper, 11 pp., 15 cents. A play for pre- and early teen-agers. *The Odd Man*, paper, 12 pp., 15 cents. A play for young teen-agers.

Short plays designed to combat prejudice. Both may be produced without fee.

(Continued on page 48A)



Midland (Mich.) High School. Architect: Alden B. Dow, Midland, Mich.

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Building News

(Concluded from page 138)

Sacred Heart School, Syracuse

A \$300,000 school addition has been completed and dedicated at Sacred Heart Parish, Syracuse, N. Y. The project, which included additions to both Sacred Heart parish school and Sacred Heart convent, makes possible operation of a full four-year high school for the parish. It is the 10th high school unit in Syracuse.

The large new school wing, which is three stories high, provides classrooms for the high school, a new science room, home-economics room, and a kindergarten for the elementary unit. The entire school was modernized during the construction with installation of a new heating system, time clock, fire alarm, communication system, remodeling of library, and later addition of a separate library for the high school. The convent addition provides 14 additional sleeping rooms as well as utility rooms.

IN OHIO

Immaculate Conception, Bellevue

A 12-room addition to the Immaculate Conception school in Bellevue, Ohio, was blessed, December 30, 1956. Ready for use in the second semester, the building provides eight new classrooms, a cafeteria, social, health room, faculty room, and a room for lay teachers. It was built at a cost of \$230,000.

IN PENNSYLVANIA

Gannon College, Erie, Pa.

A new student union was formally dedicated, February 22, at Gannon College, Erie, Pa. The student center, a 3-story renovated mansion, was purchased last fall by the college and a student carnival was held to raise funds for furnishing the building. It features a recreation room in the basement, a television room, lounges, a kitchen and snack bar on the first floor, and rooms for various college clubs on the second floor. The third floor houses eight students and two prefects.

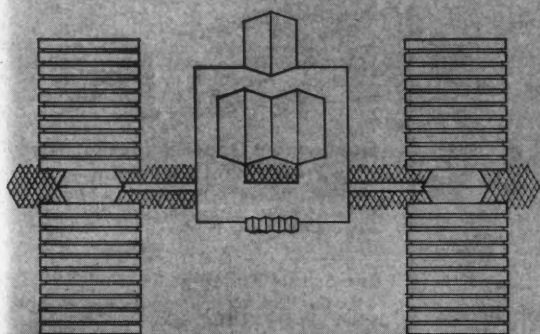
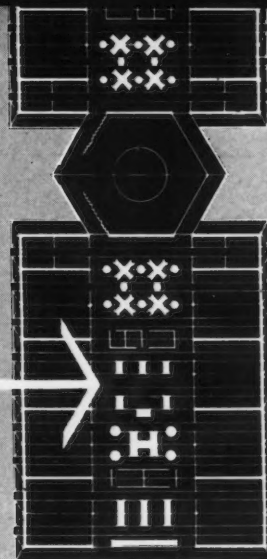
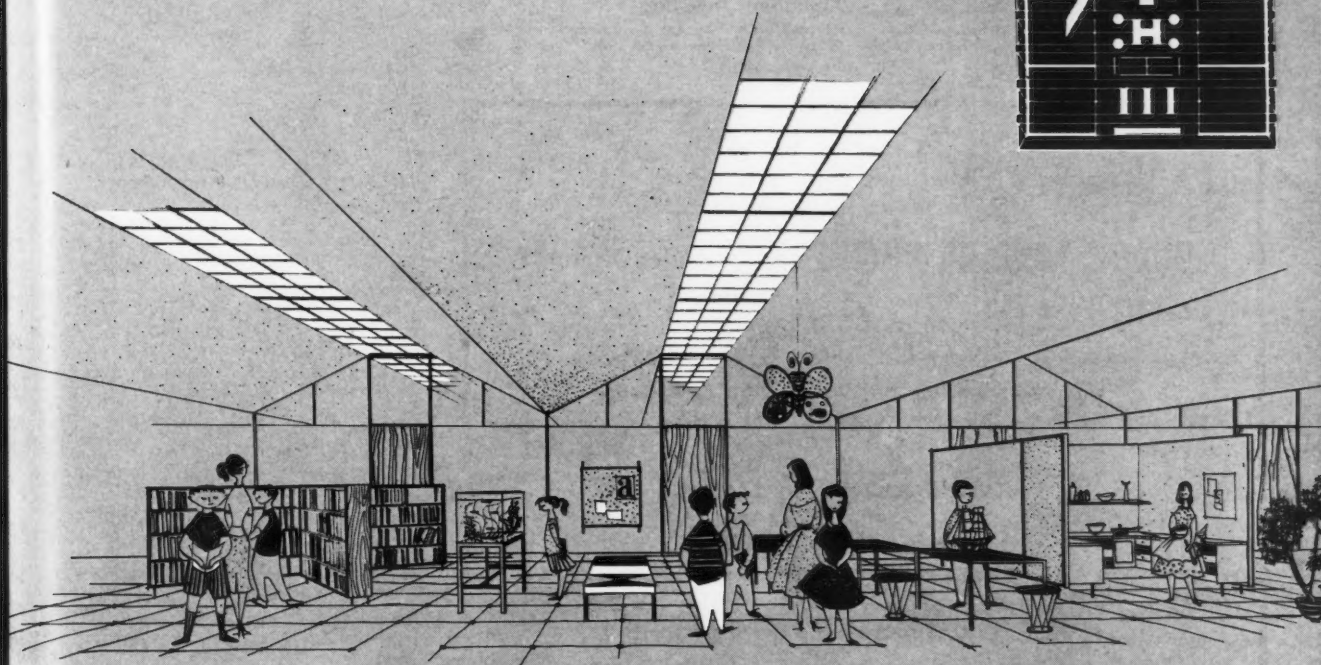
Cabrini College, Radnor

Several buildings of a prominent Pennsylvania estate will be remodeled and opened this September as a new college for women in Radnor, Pa. The institution, called Cabrini College, will offer a four-year liberal arts course under the direction of the Missionary Servants of the Sacred Heart. The main building of 51 rooms is being remodeled into lecture halls and living quarters and already contains a chapel, library, and student lounge. Other buildings on the grounds include a large gatehouse, a second residence building, a greenhouse, and several auxiliary buildings. The 138-acre campus will accommodate a freshman class of more than 30 resident students and twice as many day students.

REISSUE HOLY WEEK BOOK

The Masses of Holy Week and the Easter Vigil has been republished in a second revised edition by the Liturgical Press, Collegeville, Minn. The new booklet includes all of the liturgical changes ordered for 1957. The booklet is edited by Father Godfrey Diekmann, O.S.B., and includes not only the complete text of the Masses and other services from Palm Sunday to the Easter Vigil, inclusive, but also approved comments on the spiritual values of the services. Musical notations are included and errors of the earlier editions have been carefully corrected.

TOPLITES AND TEENAGERS



OWENS-ILLINOIS TOPLITES bring daylight to large interior spaces of new intermediate school. Four teen-age "neighborhoods," each formed by a cluster of academic classrooms focused around an activities core, branch out from a central special activities unit containing the gymnasium, pool, band and choir rooms, etc. Building designed by SMITH, TARA-PATA, MACMAHON, INC. of Birmingham, Michigan.

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New Books

(Continued from page 42A)

The Constitution

By Joseph N. Welch, Richard Hofstadter, and the staff of Omnibus. Cloth, 125 pp., \$2.60. Houghton Mifflin Co., Boston, Mass.

Many skillful dramatizations of important historical events have been produced on Omnibus, well-known Sunday afternoon TV show. Wisely chosen for reproduction in printed form is this outstanding presentation of the high points in the development of the U. S. Constitution which was given on 3 consecutive Sundays in the spring of 1956. Following closely the original format, the book is divided into 3 parts and contains abundant photographs taken during the TV show. Definitely a professional dramatization of history it should serve as a fine teaching aid.

High Hurdles

By Janet Lambert. Cloth, 191 pp., \$2.75. E. P. Dutton & Co., New York 10, N. Y.

This is a teen-age novel with a little different twist that should appeal to young girls. It is a girl's horse story. Dria Meredith, an active high school senior, takes time off from school to ride her grandmother's horse in a National Horse Show held in New York City. She dislikes leaving her home and friends to do so, but she returns home ribbon-laden and a little more worldly wise for her adventure.

Allied Electronics Data Handbook

Edited by Nelson M. Cooke. Paper, 64 pp., 35 cents. Allied Radio Corporation, Chicago 80, Ill.

A compilation of formulas and data used in the field of radio and electronics.

Alphabetic Indexing

Second edition. By Ray W. Fisher. Paper, 48 pp., 56 cents. South-Western Publishing Co., Cincinnati 27, Ohio.

A combination textbook-workbook covering alphabetizing of business names, personal names, other names and cross referencing.

The Pope Speaks on the Movies

Prepared and published by *The Pope Speaks Magazine*, Washington 17, D. C. Paper, 28 pp., 25 cents.

This is a reprint, in pamphlet form, of two of the Pope's addresses on movies which appeared in *The Pope Speaks Magazine*. The first entitled, "The Movies and the Nature of Man," was originally directed to representatives of the Italian film industry and the second entitled, "The Ideal Film—Instrument of Elevation, Education, and Betterment," was delivered to the International Union of Theater Owners and Film Distributors.

Educators Guide to Free Tapes, Scripts and Transcriptions

Third Annual Edition. 1957. Compiled and edited by Walter A. Wittich, Ph.D., and Gertie Hanson Halsted, M.A. Paper, 201 pp., \$5.75. Educators Progress Service, Randolph, Wis.

Lists, classifies, and provides complete information on sources, availability, and contents of 57 free tapes, 177 free scripts, and 96 free transcriptions.

Major, The Story of a Black Bear

By Robert M. McClung. Cloth, 64 pp., \$2. William Morrow & Co., Inc., New York 16, N. Y.

An authentic, educational sketch of a black bear's growth and development from birth to maturity. The story of Major, a bear who led an eventful and amusing life, should prove pleasant and informative reading for children aged 8 to 12.

The Buttons at the Farm

By Edith S. McCall. Cloth, 64 pp. Beckley-Cardy Co., Chicago, Ill.

Uncle Ben goes away for a short time and leaves his farm in the care of the Buttons' family. Their first close encounter with farm animals and farm life makes for an appealing, instructive story. Written in simple language, it is a fine book for beginning readers.

Puppy's House

By Miriam Schlein. Cloth, 32 pp., \$1.75. Albert Whitman & Co., Chicago 6, Ill.

In his search for a suitable house, Puppy has occasion to examine the living quarters of rabbit, mole, beaver, squirrel, owl, fox, and bear. What he sees in their homes and how his search is happily ended provides a charming story for beginning readers age 5 to 7. Illustrations by Katherine Evans portray delightfully Puppy and the other animals described.

How Brave Can You Be?

By Rev. Bakewell Morrison, S.J. A recent pamphlet published by The Queen's Work.

The Soldier who loves God more than any bodily or spiritual comfort will not forsake his country and his moral principles under torture in captivity, says Father Morrison.

Catholic High School Quarterly Bulletin

Published in October, January, April, and July by the N.C.E.A., for the regional units. Editorial and Business Office, 425 S. Lindbergh Blvd., St. Louis 24, Mo.

The January, 1956, issue contains "What to Do About the Slow Student," an address by Rev. Thomas F. Loughrey, Ph.D., Roman Catholic High School, Philadelphia, and "What to Do About the Exceptionally Gifted Student," by Brother Gabriel Cecilian, F.S.C., director, Calvert Hall College, Baltimore, Md.

Employment Opportunities for Women in Professional Accounting

Women's Bureau Bulletin No. 258, U. S. Dept. of Labor. Paper, 40 pp., 20 cents. Supt. of Documents, U. S. Govt. Printing Office, Washington 25, D. C.

The School Building

By the Office of the Superintendent of Catholic Schools, Diocese of Pittsburgh.

An 11-page booklet giving suggestions to pastors who are planning a new school building. States the merits of various materials and plans.

(Continued on page 50A)

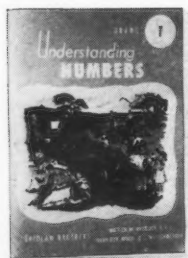
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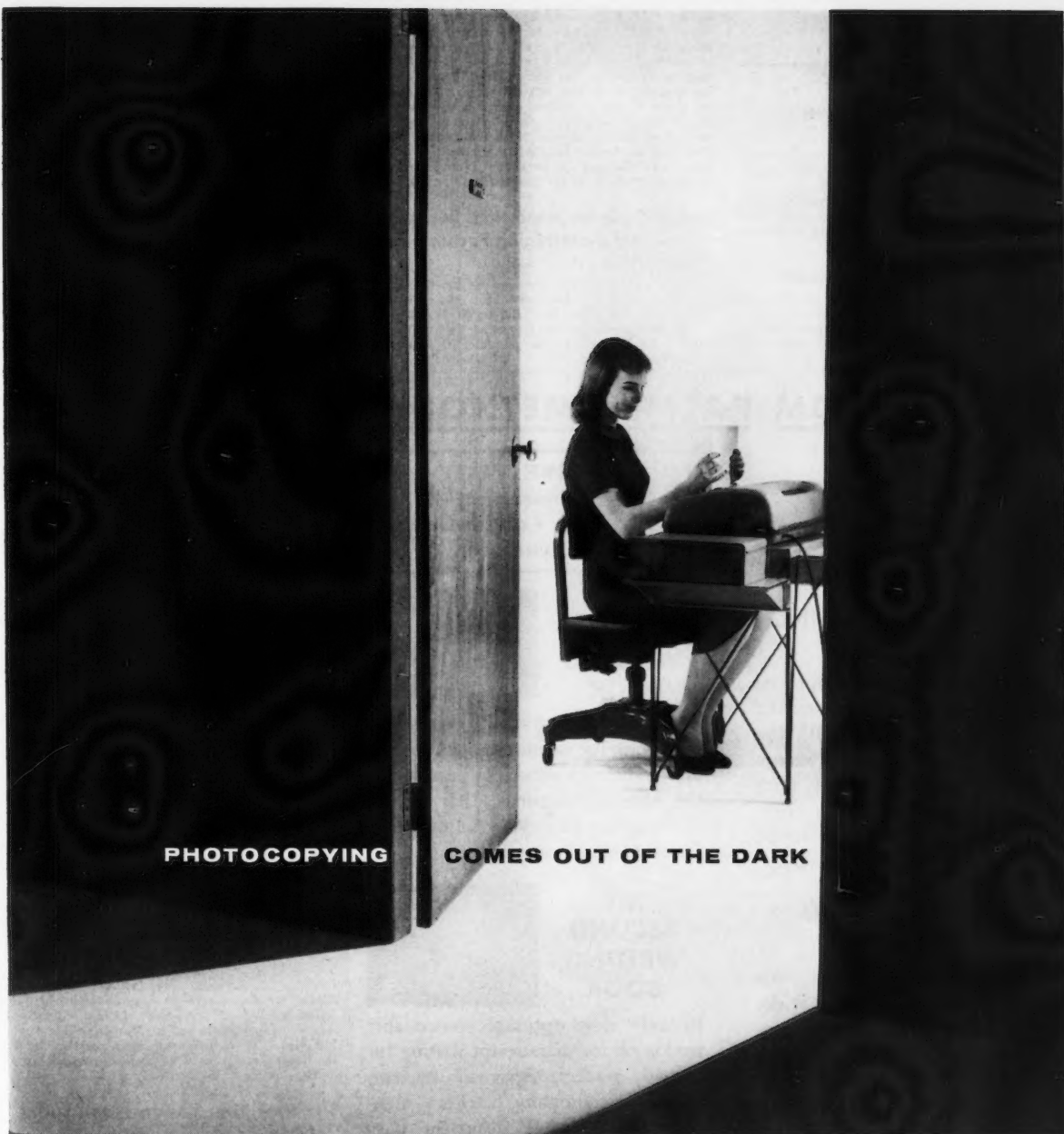
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New Books

(Continued from page 48A)

Summer Job Guide for Students and Counselors

Edited and published by Russell J. Fornwalt. Four-page pamphlet, 10 cents. Vocational News Digest, Big Brother Movement, New York 3, N. Y.

A really useful vocational guidance pamphlet that contains many practical suggestions to help high school and college students find or create a summer job.

Enthronement of the Sacred Heart

By Rev. Francis Larkin, S.S.C.C. Paper, 384 pp., 50 cents. Catechetical Guild, St. Paul 2, Minn.

A very complete study of the enthronement crusade is made in this handy manual. Covered thoroughly

in its four distinct sections are: story of Father Mateo's work to promote the enthronement, the actual doctrine of the Sacred Heart, the social reign of the Sacred Heart, and the variety of prayers and devotions offered to the Sacred Heart. Many convincing testimonials of help received through the devotion are given in part 3. And of special interest to priests should be the appendix which contains suggestions on how to further promote the enthronement, regulations and indulgences entailed in the matter, and the ceremonials involved in both the enthronement and in the consecration to the Immaculate Heart of Mary.

Safety Code for Inspecting, Recharging, and Maintaining Portable Fire Extinguishers

Twelve-page pamphlet developed by the Fire Equipment Manufacturers' Association, Inc. 50 cents, single copies free. F.E.M.A., Inc., Pittsburgh 22, Pa.

This is a guide for the inspection, recharging, and maintaining of all types of portable fire equipment.

It has been developed by F.E.M.A. as a service to insure proper care of fire equipment. Extinguishers included in the code are carbon dioxide, chemical foam, dry chemical type—cartridge and pressure operated, wheeled dry chemical, and soda-acid.

Distributive Education for Adults

Compiled by the U. S. Office of Education. Vocational Division Bulletin No. 259, Distributive Education Series No. 21. A Guide for Part-Time Instructors. 15 cents. U. S. Govt. Printing Office, Washington 25, D. C.

A guide for part-time teachers in training employed adults engaged in the distribution of products of farm and factory at retail and wholesale, and those who work in service trades.

REPORTS RECEIVED

The Rockefeller Foundation Annual Report, 1955

Paper, 350 pp. The Rockefeller Foundation, New York, N. Y.

Proceedings, Second Annual Convention of the Society of Catholic College Teachers of Sacred Doctrine

Paper, 132 pp. Published by the Society Dunbarton College of Holy Cross, Washington 8, D. C.

Report of meeting held at the University of Notre Dame, April 2-3, 1956.

The Strength to Meet Our National Need

Edited by Charles G. Dobbins. Paper, 135 pp., \$1.50. American Council on Education, Washington, D. C.

A statement approved by representatives of the constituent member organizations of the American Council on Education on March 20, 1956, for presentation to the President's committee on Education Beyond the High School, together with major addresses presented at the conference and other pertinent materials.

Tenth Annual Report of the Institute for Nuclear Studies

Paper, 113 pp. Oak Ridge Institute for Nuclear Studies, Oak Ridge, Tenn.

Liberal Adult Education

Prepared and published by The Fund for Adult Education, White Plains, N. Y. Paper, 78 pp.

This is a reprint in full of the following five speeches which were delivered at the Community Leadership Institute in Estes Park, Colo., July 15-20, 1956: *Liberal Education in a Free Society* by Laurence F. Kinney; *The Institute of Humanistic Studies for Executives: An Experiment in Adult Education* by Wilfred D. Gillen; *Liberal Education for Adults: Some Problems of Marketing* by Paul A. McGhee; *The Development of Leadership* by Cyril O. Houle; and *The Free Individual and the Free Society* by R. J. Blakely.

The New Ritual: Liturgy and Social Order

Paper, 212 pp., \$1.25. Liturgical Conference, Inc., Elsbury, Mo.

Proceedings of the 16th National Liturgical Week held in Worcester, Mass. August 22-25, 1955.

Free Pan American Packet

Teachers and group leaders interested in observing Pan American Day, April 14, or Pan American Week, April 8-14, may obtain a free packet of materials from the Office of Public Relations, Pan American Union, Washington 6, D. C. Contained in the packet is a three-color poster, a pictorial presentation of past programs and projects, a description of the evolution of Pan Americanism, and other helpful materials.

Guild Family Readers

Pamphlets published at 15 cents each by the Catechetical Guild Educational Society, St. Paul 2, Minn.

The following are recent editions: *Many Are Called* by Rev. Godfrey Poage, C.P., 64 pp. A book of answers to parental objections to religious vocations; *The Crowning Veil*, by Raymond Smith, O.F., and

(Continued on page 52A)

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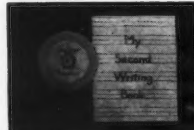
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New Books

(Continued from page 50A)

Matthew F. Morry, O.P., 64 pp. An outline of ideals for young girls interested in reaching sanctity; *The Living Parish* by Dr. Pius Parsh, 63 pp., a clarification of the essence, purpose, and structure of the parish community; *You and Your Angel* by Florence Medge, 64 pp., a very reassuring booklet that reminds us of the ever-faithful attention our guardian angels give us; *You and Your Patron Saints* by M. F. Wedge, 64 pp., a heavenly directory listing patron saints for just about any type of work or play.

Holy Ghost Fathers Pamphlets Seven Supernatural Powers

By Rev. Joseph A. Lauritis, C.S.Sp. Paper, 24 pp., Holy Ghost Fathers, Washington 11, D. C.
Comprehensive definitions of the gifts of the Holy Ghost reprinted from *Mission News*.

The Tree of Life

By Rev. Joseph A. Lauritis, C.S.Sp. Paper, 32 pp., Holy Ghost Fathers, Washington 11, D. C.
Detailed explanations of the fruits of the Holy Ghost which originally appeared in *Paraclete*.

"A Burning and Shining Light": Saint Bonaventure, Seraphic Doctor

By Marius Noe, O.F.M., Cap., Paper, 56 pp., 10 cents. St. Anthony's Guild, Paterson, N. J.
This might be called an extended outline. It sketches quite briefly the high points of St. Bonaventure's life and career.

The Angelus

By Dominic J. Unger, O.F.M., Cap., S.T.L., S.S.L. Paper, 30 pp., 10 cents. Franciscan Herald Press, Chicago 9, Ill.
Jean Francois Millet's impressive painting of two peasants in a field praying the Angelus appears on the opening page of this pamphlet designed to revive interest in the prayer. It sets the mood for the pages following which relate in short order the meaning of the prayer, something of its historic development, and reasons for praying it.

How Fatima Came to America

Free Booklet. Paper, 60 pp., St. Anthony's Welfare Center, New York 54, N. Y.
This is something of a sequel to the story of the apparitions at Fatima. It relates how the message of Fatima was brought to America and the world from a country doing all in its power to suppress it. How this message spread and was accepted with phenomenal rapidity is recounted here in a simple, impressive way.

Playguide

By Jerry Cotter. A poster, reprint from *The Sign*. 5 cents each. Order from *The Sign*, Union City, N. J.
A poster for bulletin boards in rectories, libraries, and schools. It is a reprint of a cumulative list of moral evaluations of legitimate theater productions, old and new. Plays are classified: (1) For the Family; (2) For Adults; (3) Partly Objectionable; (4) Completely Objectionable.

Confidence, Sister?

By Alphonsus Ryan, O.F.M. Paper, 18 pp., 10 cents. St. Anthony Guild Press, Paterson, N. J.
This pamphlet, directed to the religious, sounds something of a cautionary note to them to remain ever on guard against the pitfalls of pride. Father Ryan reminds that humility is vital for progress in holiness and that out of humility grows confidence.

Come Holy Spirit

By Leonce De Grandmaison. Cloth, 117 pp., \$2.95. Fides Publishers, Chicago, Ill.
This book outlines some 51 topics for meditation on the general subject of Apostolic action for self-sanctification and for the grace to work for the salvation of our neighbor. While the meditations are extremely short and pointed, they are written in a friendly form that should be found helpful not merely by clergy and religious, but also by lay people.

(Continued on page 54A)



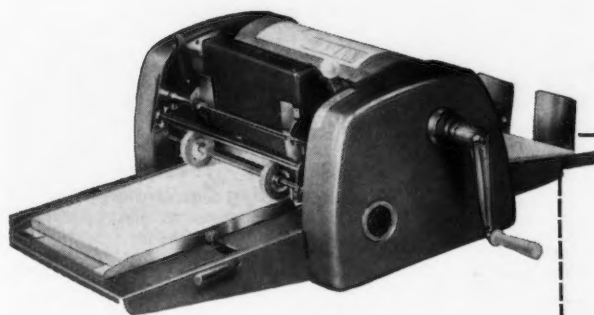
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New Books

(Continued from page 52A)

Notre-Dame de Lourdes

Prepared by Pierre Rousseau and Jean Esteoule. Price, 100 francs. Published by Jean Esteoule, Paris, France.

This is a small wall chart in full color, telling the life story of Bernadette, the Apparitions of Lourdes, and the present devotions at the Shrine. The style is that of the American comic magazine.

St. Francis Color Book

By Mary F. Windeatt and Gedge Harmon. Paper, 32 pp., 35 cents. Grail Publications, St. Meinrad, Ind.

This book, with outline illustrations to be colored by children, tells the life story of St. Francis of Assisi. Incidentally it also tells the story of St. Clare.

Catholic Faith in Outline

By Rev. James MacLoughlin. Cloth, 298 pp., 21s. Clonmore & Reynolds, Ltd., Dublin, Ireland.

The 136 sermon outlines in this useful book provide two yearly cycles embracing the Sundays, holy days, and saints' days of the year and covering all the important doctrinal and moral matters with which the Catholic should be familiar. A spirit of encouragement and helpfulness runs through all of the sermons which should be particularly interesting to preachers in Catholic high schools and colleges.

The Pee Wee Reese Story

By Gene Schoor. Cloth, 190 pp., \$2.95. Julian Messner, Inc., New York 18, N. Y.

This might better be termed a baseball history book rather than a biography. The highlights of Pee Wee Reese's career are touched upon but the greatest part of the book is devoted to the retelling of outstanding games and events in the Brooklyn Dodgers history. Despite this, young baseball fans will probably find the

book of great interest for the information it contains regarding the early lives of their present-day idols. And what is told of Reese's struggle to reach the top ranks should spark in them admiration and the desire to emulate his good qualities.

Forecasting Juvenile Delinquency

By William C. Kvaraceus. Paper, 43 pp. World Book Co., Yonkers, N. Y.

A supplement to the *Manual of Directions for KD Proneness and Check List*.

Life of St. Josaphat

Martyr of the Union. By Theodosia Borecky. Cloth, 381 pp., \$3. Comet Press Books, New York 36, N. Y.

A pious biography built up from the scanty materials available "concerning his life, works, and miracles after death."

Psychologists in Action

Public Affairs Pamphlet No. 229. By Elizabeth Ogg. Paper, 28 pp., 25 cents. Public Affairs Committee, Inc., New York 16, N. Y.

By leading off with answers to the common misconceptions people have about psychology and psychologists this pamphlet destroys wrong notions and builds new ones in one quick step. It presents in brief fashion a well-developed discussion of a profession that is ever increasing in importance. Various different achievements and applications of psychology in everyday life are cited.

A Dictionary of Latin Literature

By James H. Mantinband. Cloth, 303 pp., \$7.50. Philosophical Library, New York, N. Y.

This book embraces Latin writings from the earliest authors of the Republic to the neo-Latin authors of the Renaissance. The most useful entries relate to the classic authors and the classic period. Scholasticism and scholastic philosophers deserve more comprehensive attention.

The Oresteia (by Aeschylus)

An Acting Version. By Robert A. Johnston. Cloth, 139 pp., \$2.50. Christopher Publishing House, Boston 20, Mass.

An English translation of an ancient Greek trilogy dramatizing the founding of a democratic city-state and its court of justice. This drama, produced first in 458 B.C., is a fine example of the mythology popular in that day.

Concise Dictionary of the American Language

By Arthur Waldhorn. Cloth, 186 pp., \$4.50. Philosophical Library, New York, N. Y.

This book lists and defines some 3000 words of essentially American origin and usage. The treatment of words is interesting and useful but not fully consistent as are the more complete works in this field. The indecent origin of some perfectly decent words at present in use is unnecessarily complete.

Marionettes

By Mildred M. Osgood. Paper, 20 pp., 75 cents. The Arts Cooperative Service, New York 10, N. Y.

A brief and basic booklet on marionettes, this publication contains elementary directions for the construction of marionettes and marionette stages, an interesting article on the origin and development of puppetry and a short bibliography.

This Growing World

By Robert L. Heilbroner. Public Affairs Pamphlet No. 237. Paper, 28 pp., 25 cents. Public Affairs Committee, 25 East 38 St., New York 16, N. Y.

This is the story of the World Bank, a specialized agency of UN which has during its ten years of existence made loans totaling \$2,600,000,000 without any defaulting by the borrowers.

Guide to the Presidential Nominating Conventions

4 pp., 8 by 10 inches. 25 cents. Center for Information on America, Washington, Connecticut.

Queen Victoria

By Molly Costain Haycraft. Cloth, 191 pp., \$2.95. Julian Messner, Inc., New York 18, N. Y.

Here is history meted out in one of its more popular forms—the love story of a queen. Without adding too much embellishment, the author has turned out an authentic but romantic story of Queen Victoria's eventful reign. She has reversed the perennial theme and



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(Continued on page 78A)

Catholic Education News

AD MULTOS ANNOS

★ **BROTHER ANDRIAN LEWIS**, faculty member of the Bishop Loughlin Memorial High School, Brooklyn, N. Y., celebrated, on February 4, the golden jubilee of his entrance into the Brothers of the Christian Schools. Brother Andrian is advertising manager for the *Review* published by the Catholic Business Education Association. He is also a member of the executive board and business manager for the Eastern Union of the association.

★ **BROTHER LUCIAN, C.F.X.**, teacher in the business department of Cardinal Hayes high school, New York, N. Y., celebrated his silver jubilee as a member of the Brothers of St. Francis Xavier on February 10. Brother Lucian, who has been at Cardinal Hayes high school for 13 years, also served at St. Mary's Industrial School, Baltimore; Cathedral High School, Richmond, Va.; St. Xavier's High School, Louisville; Holy Name School, Brooklyn; and St. John's Preparatory School, Danvers, Mass., where he acted as school treasurer.

★ **MOTHER ROSALIE HILL, R.S.C.J.**, mother vicar of the Western Province of the Religious of the Sacred Heart, observed, on February 10-11, the golden jubilee of her profession. Renowned as an educator and builder, Mother Hill is the founder of the University of San Diego's College for Women.

HONORS & APPOINTMENTS

Red Cross Award

SISTER M. DYMOPHNA SULLIVAN of the Presentation Sisters in Newburgh, N.Y., recently received a Certificate of Merit from the American National Red Cross for saving the life of one of her students. She had administered immediate first aid to one of her students who fell through a school window and severed the artery in his left wrist. Sister Dymphna's life saving knowledge was gained from a Red Cross first aid teachers' course.

Nun Becomes C.P.A.

SISTER KATHLEEN MARY, treasurer of the College of St. Elizabeth, Convent Station, N. J., is the first nun in New Jersey to pass the examination for certified public accountant. She took the state examination last November and is one of the 70 who passed. Sister Kathleen Mary entered the Sisters of Charity in 1947, five years after graduation from the College of St. Elizabeth. She has a master's degree in business administration from Boston University.

International Medical Post

DR. MARIO MOLLARI, professor and chairman of bacteriology and immunology at the Georgetown university medical center, has been elected vice-president of the International Society for the Study of Infectious Diseases, Parasitology, and Immunology. Dr. Mollari has been a member of the Georgetown medical faculty for 33 years. Last fall he was awarded an honorary doctorate of science by the university.

Education Commission Post

SISTER M. TIMOTHEA, O.P., president of Rosary college, River Forest, Ill., was recently elected a member of the Commission on Teacher Education of the Association of American Colleges. She was elected at the final session of the organization's general meeting held in Philadelphia, Pa. She will

serve a term of three years. A total of 753 presidents and high officers from 650 colleges in 45 states attended the annual sessions of the association.

Science Teacher Honored

SISTER M. THEOLA, science teacher at Kuemper High School, Carroll, Iowa, was recently named one of the top 15 science teachers in Iowa, by the medical school of Iowa State University. Sister Theola has taught chemistry courses in anesthesia to students at St. Francis' Hospital in La Crosse, Wis., for the past two summers. She is a

member of the Franciscan Sisters of Perpetual Adoration.

Missionary Editor

REV. MORGAN J. VITTENGL, Maryknoll Missioner from Lake Placid, N. Y., has been appointed editor of the *China Mission Bulletin*. A graduate of the Columbia School of Journalism, Father Vittingl will also serve as Far East Correspondent for Maryknoll magazine.

Hong Kong School Post

BROTHER GONZAGA, M.M., of Woburn, Mass., a veteran of four years in the navy, has been assigned to assist in the operation of the Pope Pius XII Handicraft School in Hong

(Continued on page 64A)



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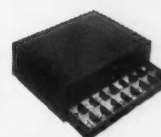
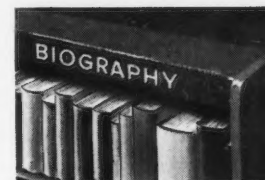
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Catholic Education News

(Continued from page 63A)

Kong. The school has 150 special looms from the U. S., and is made up of five adult classes in six-week courses. Once they are graduated, pupils will form their own weaving co-operative on a profit-sharing basis.

College Presidential Assistant

SISTER THECLA SCHMIDT, S.C., associate professor of English at Seton Hill College, Greensburg, Pa., has recently been appointed to the newly created post of assistant to the president of the college. She will be concerned mainly with the internal administrative affairs of the college and will be in an executive relationship to the president and the administrative staff. Sister Thecla has been a member of the English faculty at Seton Hill since 1936. She is a member of the Modern Language Association, has had several articles published, and has edited one book, *Supplication of Souls* by St. Thomas More, published by Newman Press.

Book Contest Winner

SISTER M. CAROLISSA LEVI, a teacher at St. Joseph School, Dedham, Iowa, received the third prize of \$150 in Pageant Press, Inc.'s Best Book Contest for 1956. Sister Carolissa's winning work is a study of the Chippewa tribe entitled, *Chippewa Indians of Yesterday and Today*. A member of the Franciscan Sisters of Perpetual Adoration, Sister Carolissa formerly taught at an Indian reservation school.

REQUIESCANT IN PACE

● MOTHER MARIANNE OF JESUS, founder and mother general of the Sisters of Our Lady of Christian Doctrine, died, February 9, at the age of 88. Mother Marianne, a convert from Anglicanism, founded Madonna House in 1910 reportedly the first Roman Catholic settlement house in New York City, at the request of John Cardinal Farley. An 1888 graduate of Wellesley College and a student of the Sorbonne, Mother Marianne had a great interest in settlement work.

● REV. JOHN H. CRAWFORD, O.S.A., founder and dean of the division of engineering at Merrimack College, North Andover, Mass., died, February 12, at the age of 56. A native of Prince Edward Island, Father Crawford went to Merrimack in 1951 after serving as head of the physics department at Villanova University for 20 years. He established Merrimack's engineering division, the first of its kind in any New England Catholic college. Father Crawford was a member of the American Physicists Society and the American Association of Physics Teachers.

● REV. JAMES D. SULLIVAN, S.J., dean of the college of business administration at Boston College, from 1949-53, died, January 17, at the age of 46. Father Sullivan had served as spiritual counselor to the theologians at Weston College since 1953. He was regent of Boston College's school of social work from 1944-49 and a member of the Boston College board of trustees. He was also a member of the Massachusetts Society for Mental Health, a member of the Catholic Economics Association, and of the Jesuit Education Commission on colleges of Business Administration.

● MOTHER M. CLARISSA, O.S.F., former superior general of the Sisters of St. Francis, Oldenburg, Ind., and foundress and first presi-

(Continued on page 66A)

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Catholic Education News

(Continued from page 64A)

dent of Marian College, Indianapolis, died, January 29, at the age of 93. Fifty of Mother Clarissa's 74 years in the religious life were spent in Oldenburg, Ind., first as a teacher, then as principal of the Academy, then as Mother General, 1926-38. The founding of Marian College in 1936 was her greatest educational achievement. She had fostered the development of St. Francis Normal and Immaculate Conception junior colleges which preceded it.

● REV. PETER M. DUNNE, S.J., the author of 10 books on South American history and Jesuit colonial activities in the New World died recently. Father Dunne was the president of the Pacific Coast Branch of the American Historical Association.

● BROTHER AILERAN EDWARD, a Shakespearean scholar, former professor of literature and former head of the department of English at Manhattan College, died, February 12, at the age of 79. Brother Edward headed the English department at Manhattan College for about six years in the early 1920's. He returned to the college in the late 1930's and taught for about three years. He was principal of De La Salle Institute in New York from 1926 to 1932. He also served as principal of the Christian Brothers Academy in Albany and De La Salle Academy in Newport, L. I.

● MARY EMERY ENGELS, a former assistant editor of *Commonweal* magazine, died recently at the age of 42. Mrs. Engels suffered a skull fracture when she fell down a flight of stairs.

● REV. FRANCIS L. ROZSALY, philosophy instructor at Catholic University, died recently at the age of 39. He suffered a cerebral hemorrhage. Father Rozsaly founded the Piast House of Study, Washington, D. C., in September, 1954. He formerly taught philosophy and religion at the Georgetown Visitation Preparatory School and the Georgetown Visitation Junior College.

● REV. LEO A. HOGUE, S.J., member of the theological faculty at St. Mary of the Lake Seminary, Chicago, for 11 years died, January 27, at the age of 57. Before joining the faculty of the major seminary, Father Hogue had been professor on the faculty of Xavier University, Cincinnati, and West Baden Seminary, Ind.

● REV. ALEXANDER J. CODY, S.J., well-known Jesuit educator and poet and former professor of English at the University of San Francisco, died, January 24. Father Cody was chaplain at St. Ignatius High School, San Francisco, for 18 years and during depression years staged Shakespearean plays there, collecting food or clothing as the price of admission and distributing the proceeds to the poor.

RELIGIOUS ORDERS

Benedictine Academy Officers

The new officers of the American Benedictine Academy, a society of Benedictine educators, were named at the triennial meeting of abbots held in Chicago recently. They are as follows: Rev. Martin Schirber, O.S.B., of

(Continued on page 69A)

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Catholic Education News

(Continued from page 66A)

St. John's abbey, Collegeville, Minn., president; Rev. Edward Malone, O.S.B., rector of St. John's minor seminary in Elkhorn, Neb., vice-president; and Rev. Gregory Schramm, O.S.B., of St. Mary's abbey in Newark, N. J., treasurer. Rev. Bonaventure Schwinn, O.S.B., of St. Benedict's abbey in Atchison, Kans., was reappointed editor of the American Benedictine Review.

Monks Seek Site

Very Rev. Anselm Giabbani, superior general of the Camaldolese Monks, is in the U. S. from Italy seeking a suitable location for a foundation of his community. The Camaldolese, a community of hermits, were founded in 1012 by St. Romuald. They lead a life of solitude, silence, and sacrifice. Father Giabbani is a guest of the Benedictine Fathers of St. Mark's Abbey, Newark, N. J. A group called the Friends of the Camaldolese has been formed to promote the foundation in the U. S. and may be reached at 3106 S. Jefferson Ave., Saginaw, Mich.

Precious Blood Sisters Plan School in Peru

The Sisters of the Most Precious Blood, whose mother house is at O'Fallon, Mo., have accepted the invitation of the Maryknoll Fathers to staff a parochial school in the Maryknoll parish of Our Lady of Guadalupe, Lima, Peru. According to present plans three Sisters will leave in September for Lima, where they will spend six months studying Spanish and acquainting themselves with educational procedures in Peru. They will begin work at the school in April, 1958.

New Seminary Rector

Rev. Jerome D'Souza, former member of the Indian delegation to the United Nations, has been appointed rector of the Sacred Heart Jesuit Seminary at Shembaganur, India. In taking over the Shembaganur institution Father D'Souza relinquished his office as head of the Catholic Social Order Institute founded by him at Poona in 1951. He was succeeded by Rev. A. Lallemand, S.J., who has been on the institute staff since its founding.

Mother General Elected

Mother Maria Pacis, I.H.M., was elected mother general of the Sisters, Servants of the Immaculate Heart of Mary, at a general chapter of the Congregation held at Villa Maria, West Chester, Pa., January 26. Others elected to administrative posts at the chapter were Mother M. Grace Madeleine, mother assistant; Mother Maria Regina, first councillor; Mother M. Francis Borgia, second councillor; Mother M. Franceline, third councillor; Sister M. Rose Bernard, secretary general; and Sister Marie Genevieve, treasurer general.

MEETINGS

Youth Training Conference

About 20 Catholic educators were among the 200 delegates at the National Youth Training-Incentives Conference, held in Washington recently under the auspices of the President's Committee on Government Contracts. Public school officials, labor leaders, representatives of business and industrial firms and of civic organizations also attended the one-day session which explored methods of stimulating more youths of minority groups to train for skilled employment. Vice-President Nixon and Secretary Marion B. Folsom of the Depart-

ment of Health, Education, and Welfare presided at meetings during the gatherings. Speakers included Secretary of Labor James P. Mitchell.

Many International Meetings Planned for 1957

The year 1957 will be an important one as far as international meetings of Catholic organizations are concerned. The following groups have announced plans for world meetings in 1957: the General Assembly of the Conference of International Catholic Organizations will meet in Belgium, April 11-14; the General Assembly of *Pax Romana*, International Movement of Catholic Intellectuals is to be held in Rome, April 23-27; the Sixth Annual Congress for Peace and Christian Civilization will be held at Florence, in June;

the International *Pax Christi* Movement will hold its Fifth Congress at Mariazell, Austria, August 5-9; the International Meeting of the Young Christian Workers will convene in Rome on August 25; the Fifth Congress of the World Catholic Press will be held in Vienna, September 23-October 3; and the Second World Congress for the Lay Apostolate will be held in Rome, October 5-13.

Summer Math Institute

A summer institute for high school mathematics teachers will be held at the University of Notre Dame, June 21 through August 6. A recent grant of \$47,000 from the National Science Foundation will underwrite the cost of the institute including the tuition, subsistence, dependents' allotments, and travel

(Continued on page 70A)

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Catholic Education News

(Continued from page 69A)

expenses of many of the students. The exact amount of each student's stipend will depend on his individual needs and requirements. The Notre Dame Mathematics Teacher Training Program, established in 1947, is one of 95 summer institutes for teachers of mathematics and science being sponsored this year by the National Science Foundation.

Third Order Conference

The 10th national conference of the Third Order Secular of Our Lady of Mt. Carmel will be held in the Twin Cities, Minneapolis and St. Paul, April 26-28. Archbishop William O. Brady of St. Paul will deliver the keynote

address, and a display on religious vocations will highlight the conference.

Catholic Counselors' Meeting

Catholics in the field of student personnel work will hold a special meeting on April 14, in conjunction with the national convention of the American Personnel and Guidance Association in Detroit, Mich. They will discuss "Developing Counseling Services in Catholic Education." Included among the panel speakers will be: Rev. Charles Curran of Loyola University, Chicago, and author of *Counseling in Catholic Life and Education*; Sister Mary Estelle, S.S.N.D., of Mount Mary College, Milwaukee; and Dr. James J. Cribbin of Fordham University, N. Y., co-author of *It's Your Life*, a guidance book for Catholic teen-agers.

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PUBLIC SCHOOL RELATIONS

Public School Teachers Discuss Moral Values

Problems confronting public school teachers in the areas of religion and moral and spiritual values were discussed at four area conferences held in Michigan's state teachers' colleges early in March.

Parochial Schools Ease State Education Costs

Education of approximately 67,000 elementary and secondary school students in parochial schools eased the burden of public education costs in Connecticut by more than nineteen million dollars during the 1955-56 school year. This fact came to light with the announcement by the Connecticut Public Expenditure Council that the average cost of educating a pupil during the last complete school year was \$284.81, an increase of almost \$20 over the same preceding period. However, not a public expense were the 66,967 students enrolled in Catholic schools. An analysis of the situation reveals that taxpayers would have had to expend \$19,972,871 more if the Catholic schools were not available though Catholics who are the sole support of their own schools also share the costs of public schools.

Nativity Plays Banned

The school board of Sierra Madra, Calif., voted 3-1 to bar traditional Nativity plays from all the community's schools. The ban was immediately protested by the Parent-Teacher Association of the community. The issue was raised at the school board after a letter was received declaring that presentation of the Nativity scene in public schools constituted a "direct violation of the Constitution of the United States." The three board members who voted to bar Christmas plays said they had no objection to Christmas carols because they were "cultural."

SIGNIFICANT BITS OF NEWS

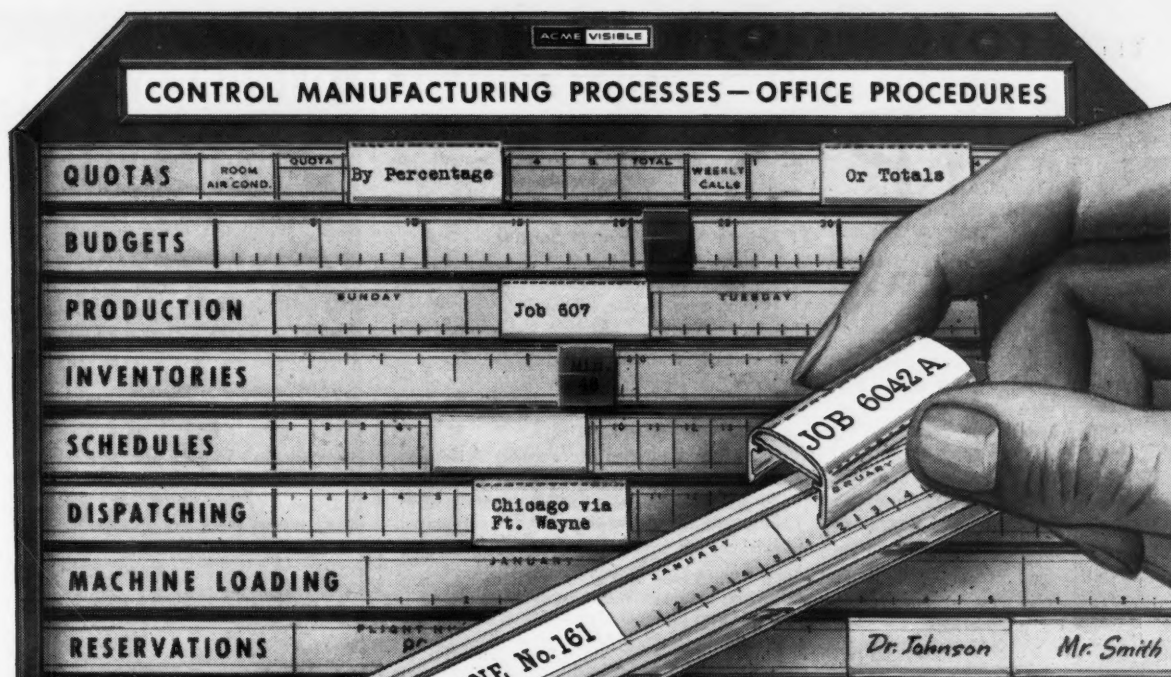
Youth Award Established

A new award for young Catholic girls has been established by the NCWC Youth Department. The announcement of it was made by Monsignor Joseph E. Schieder of Washington, D. C. Known as the Marian Award, the honor was developed by the Youth Department's chaplains' committee for Girl Scouts and Camp Fire Girls. It plans to help girls in the Junior Catholic Daughters, Junior Daughters of Isabella, Girl Scouts, and the Camp Fire Girls to become better members of their Church and to recognize in all they do the opportunities for living the teachings of the Church and the principles of the organization to which they belong.

Communism Education Committee

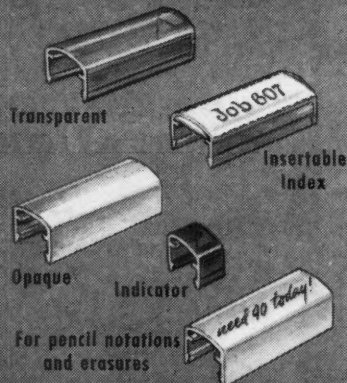
Creation of a research organization to assist American high schools and colleges to teach the facts about communism was announced recently in Washington, D. C., by the Foundation for Religious Action in the Social and Civil Order (FRASCO). Plans for the new organization were drawn up at a conference attended by leading educators and churchmen, including Rev. John F. Cronin, S.S., assistant director of the social action department, National Catholic Welfare Conference; Rev. Brian A. McGrath, S.J., academic vice-president of Georgetown University; and Dean Designate Ernest S. Griffith of the American University School of Foreign Service (Methodist).

(Continued on page 72A)



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Catholic Education News

(Continued from page 70A)

Major aim of the new committee will be to help high school teachers build a social science curriculum that will include an adequate and balanced study of the ideological conflict between Communism and democracy.

Clergy Civil Defense School

Approximately 12 official delegates of the St. Louis Archdiocese attended a civil defense school held in St. Louis, February 26-27. The school for clergy, said to be the first of its kind in the United States, was held under the auspices of the St. Louis and St. Louis County C-D offices. Provided in the school were instruction for the clergy on the roles they should take in the event of an emergency.

Scripture Courses Increasing

Many Catholic school programs throughout the nation now are including courses in Holy Scripture as part of their regular curriculum, according to a report of the Catholic Biblical Association. Rev. Thomas Aquinas Collins, O.P., chairman of Catholic Bible Week and an instructor in Old Testament at the Dominican House of Studies, stated that part of this is a result of the annual Catholic Bible Weeks inaugurated in 1952 by the association. Promotion of this year's Bible Week Observance included the mailing of 21,000 posters to schools and pastors.

Steady Daters Expelled

Four students of St. Anthony's High School, Bristol, Conn., were dismissed for steady company keeping. Rev. Settimio Crudele, the principal, said the students were asked to leave at the end of the last term in the face of repeated warnings that they were violating a regulation against steady dating. Father Crudele said when the regulation was established about seven years ago, it was done only after agreement on the matter by school administrators, faculty, and parents. "We wanted to make it clear," he said, "that company keeping is a preparation for marriage and that none of the students in this school have as yet reached that stage."

New Latin Teaching System

In a complete break with the traditional method of teaching Latin, Rev. William G. Most, Loras College professor, has devised a system based on inculcating a set of automatic habits in students. To achieve the goal of mental discipline, said the priest, the "traditional" teacher gives the student grammatical analysis as his primary tool. Father Most's method, a variation of the Berlitz method, employs the carefully controlled use of just a little amount of grammar. Natives, Father Most observes, learn their language at a very early age, "when grammar would be unintelligible to them." "Making grammar the principal tool" is harmful. But a slight dose, well regulated, can be a help when a person of even high school age begins a language.

Father Most's method has been in use for the past four years in 19 schools throughout the United States and reports are "highly favorable." Henry Regnery Co. will publish a revised temporary text within a few months.

Science Teaching Tips

A five-point program to improve high school science teaching and to increase the number of teachers has come from the American Society for Engineering Education. The

(Continued on page 75A)

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(Continued from page 72A)

society's secondary schools committee, reporting at the request of the President's National Committee for the Development of Scientists and Engineers recently recommended: (1) science teachers must be encouraged to be better teachers and to teach better science; (2) high schools should have more help to improve teaching techniques, equipment, and curricula in science and mathematics; (3) more and better qualified teachers must be found for high school science teaching; (4) good science courses must be made more attractive to more high school students; and (5) teacher training requirements must be re-evaluated — and certification agencies should emphasize competence in subject matter as well as in education.

Plan to Encourage Daily Communion

A plan for encouraging reception of daily Holy Communion by high school and college students has been advanced by Archbishop Richard J. Cushing of Boston. If the Holy See approves, students would be able to receive Holy Communion at daily lunch-hour Masses by following the same rules as those applying to the Eucharistic fast now in effect for evening Masses.

Archbishop Cushing said his suggestion did not apply to students at boarding schools but to the "large amount of our Catholic school and college population for whom distance, fasting, and other obstacles constitute a real barrier to daily Communion."

Lay Teachers Recognized

Employment of lay teachers in Catholic grade and high schools is "a sign of maturity in our school enterprise," a leading education official declared recently in Chicago. Monsignor William E. McManus, assistant director of the education department of the National Catholic Welfare Conference, said parochial schools have been given "a unique tone and spirit" thanks to dedicated members of religious groups. But he told the Charles Carroll Forum that "in their infancy, our schools, insecure and poorly off financially, had no course but to rely on priests, Brothers, and nuns for their teaching staffs." Now, however, the schools are "growing up," he went on, and "should be able to stand on their own two feet, ready to assimilate lay people into faculties that will be an ideal combination of religious and laity. Now we are in a position to employ the very best teachers for our schools, be they religious or lay."

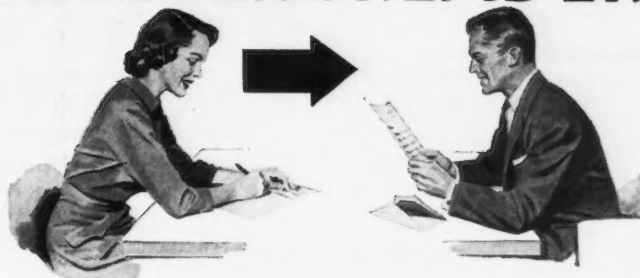
COLLEGES & UNIVERSITIES

Three Year Teaching Program

Immaculate Heart College, Los Angeles, Calif., now is offering young women a concentrated three-year program to attain a degree and general elementary teaching credentials. The program, directed by Sister M. Michael, I.H.M., provides a compact curriculum for English, history, life science, and sociology majors who are willing to concentrate on studies and limit outside work. Requirements of the program are simplified, but the student must gain a total of 130 units in three years through intensified summer study. Graduates will receive a bachelor of arts degree and a teaching position with a beginning salary of \$4,500 per year, or more.

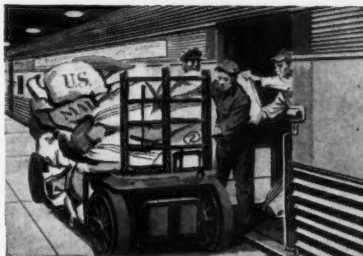
(Concluded on page 76A)

FROM WRITER TO READER



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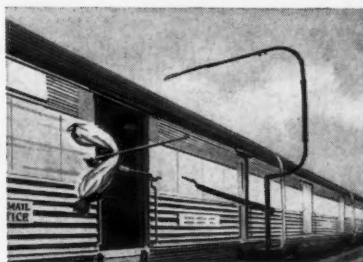
Every day, America's railroads, working with the U. S. Postal Service, perform an enormous transportation job—carrying more than 100 million pieces of mail between cities and towns all over the country. To move this daily mountain of mail requires the skilled people and special equipment which only railroads provide.



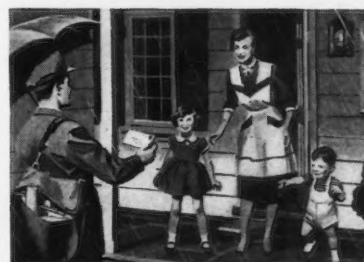
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Catholic Education News

(Concluded from page 75A)

Free Americanization Course

Hungarian refugees in the Milwaukee area are being offered a course in Americanization without charge by Marquette University. Some 50 Hungarians have already enrolled in the course which carries with it the guarantee that they will learn how to speak English without an accent. Marquette is conducting the course with the co-operation of the St. Vincent De Paul Society, which is sponsoring a large group of Hungarian refugees in Milwaukee.

New Physics Course

A new physics course, "Solid State Physics" is being offered this semester to seniors majoring in physics at St. Bonaventure University, St. Bonaventure, N. Y. It is a part of a program being established for undergraduate students in the expanding physics department. The department also plans to conduct several long-range research programs. The first such program will be research in solid state and will be conducted by assistant professor Lawrence Badar.

Music Department Expands

Expansion of music department activity at St. Mary's Dominican college, New Orleans, in courses, equipment, and choral work was recently announced. Catalogue changes to go into effect in September include courses in theory and harmony. Piano will be offered to those interested and qualified and music appreciation will be offered with a supple-

mentary course for those interested in a more penetrating survey of music. The Dominican College glee club will be continued along with a new college choir with emphasis on Gregorian Chant and polyphonic liturgical music.

The college has also been building up its record collection which now covers a complete range of musical expression. This includes examples of early church music, Renaissance music, classical literature, the romantic era, and the contemporary style.

Club for Students of Education

A club for students of St. Benedict's College, Atchison, Kans., who plan to teach was organized recently. The purpose is to acquaint the members with what will be expected of them by school boards and students. Plans for meetings include movies, panel discussions, and lectures. Experience with children will be provided by activities at the State Children's Receiving Home and by acting as scoutmasters and assistants.

SCHOLARSHIPS

IBM Scholarship Program

One of the largest industrial scholarship programs ever launched — calling for an average annual expenditure of approximately \$250,000 when in full operation — has been instituted by International Business Machines Corp. Known as the Thomas J. Watson Memorial Scholarship program, it will provide for 50 four-year scholarships to be awarded annually on a competitive basis. Twenty-five will go to high school seniors who are children of IBM employees, and 25 to other high school seniors in public, private, and parochial schools throughout the nation. In addition, a minimum of 25 match-

ing scholarships will be awarded annually by National Merit Scholarship Corporation.

COMING CONVENTIONS

Apr. 2. Midwest Regional Unit Secondary School Depl., NCEA, Palmer House, Chicago, Ill. Secretary: Rev. Joseph A. Coyne, O.S.A., 6310 S. Claremont Ave., Chicago 36, Ill.

Apr. 5-6. Colorado Industrial Arts Association, Colorado Springs, Colo. Secretary: Harold L. Baldwin, 2618 Dahlia Lane, Pueblo, Colo.

Apr. 24-27. American Association of Collegiate Schools of Business, Penn-Sherwood Hotel, Philadelphia, Pa. Secretary: Dr. Paul Greene, Dean of Commerce and Business Administration, Urbana, Ill.

Apr. 27. Virginia Council of Industrial Education Clubs, George Washington High School, Alexandria, Va. Secretary: Albert R. Connors, Newport News High School, Newport News, Va.

May 1-2. New York State Steering Committee for Industrial Arts, Rochester, N. Y. Secretary: Robert Ullery, 42 Blauvelt Road, Blauvelt, N. Y.

May 2-4. New York State Vocational & Practical Arts Association, Powers Hotel, Rochester, N. Y. Secretary: Reno Knouse, Teachers College, Albany, N. Y.

May 3-4. Idaho Education Association, Boise High School, Boise, Idaho. Secretary: Dr. John M. Booth, 614 State St., Boise, Idaho.

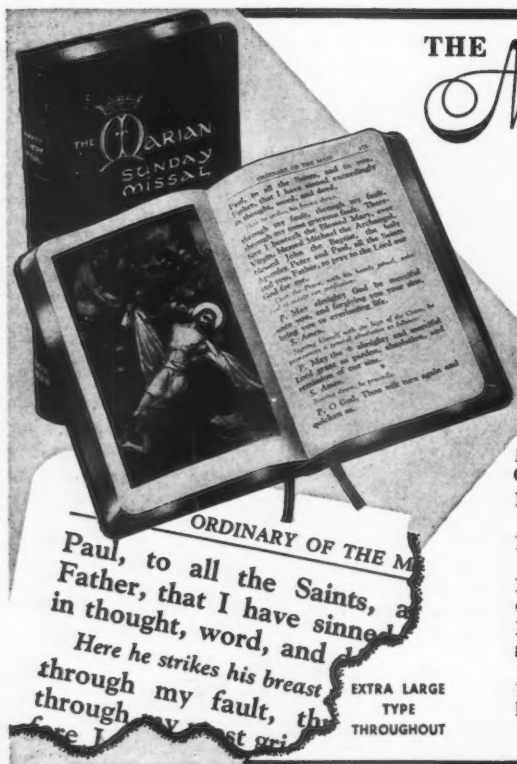
May 4-8. National Catholic Music Educators Association, Sheraton-Jefferson Hotel, St. Louis, Mo. Secretary: Sister Mary Herbert, O.S.F., 620 Michigan Ave., N.E., Washington 17, D. C.

May 9-10. Oswego Industrial Arts Spring Conference, Oswego New York Teachers College. President: Mr. Arthur Hauler, Teachers College, Oswego, N. Y.

May 10-11. International Reading Association, New Yorker Hotel, New York, N. Y. Secretary: Dr. Donald L. Cleland, Reading Laboratory, University of Pittsburgh, Pittsburgh 13, Pa.

May 14-17. Catholic Press Association, Chase Park Plaza, St. Louis, Mo. Secretary: Floyd Anderson, The Advocate, 31 Clinton St., Newark, N. J.

May 26-29. American Booksellers Association, Sherman Hotel, Chicago, Ill. Secretary: Joseph A. Duffy, American Booksellers Association, 724 Fifth Ave., New York 19, N. Y.



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New Books

(Continued from page 54A)

tells here the story of the man-behind-the-great-woman. Queen Victoria's happiest and most successful years, it seems, were those spent with her husband, Albert, who ruled as strict head of the family. He was the light of her life and the person most responsible for her growth into a mature, capable ruler. This story should help somewhat to increase youths' interest in history and their insight into its many facets.

Nancy Runs the Bookmobile

By Enid Johnson. Cloth, 189 pp., \$2.75. Julian Messner, Inc., New York 18, N. Y.

The satisfaction and enjoyment that can be derived from doing library work are well portrayed in this latest Romance for Young Moderns' book. Nancy Anderson, the heroine, is an aspiring young book-

mobile driver who lacks the necessary library training and experience. How and why she acquires both are revealed in an appealing, inspiring tale. Enough romance and conflict are included in the story to keep teen-agers happy.

Wonderful Good Neighbors

By Ruth Helm. Cloth, 186 pp., \$2.75. J.B. Lippincott Co., Philadelphia 5, Pa.

For a little boy, the transition from city life to country life is often filled with anxieties and inner conflicts. This was especially true in the case of Manny Tremaine who reluctantly left Chicago to join his mother and newly acquired stepfather in southeastern Pennsylvania. Manny's ill temper and stubbornness flourished with the discovery that his only possible playmates were "strange acting" children in a neighboring Amish community. He was further disturbed by his parents' repeated attempts to control his activity. All in all, Manny was a pretty unhappy boy. How he adjusted to his surroundings and matured in the process provides a worthwhile story for children age 8 to 12.

Say It With Stories

By Rev. Cyprian Truss, O.F.M. Cap. Cloth, 189 pp., Joseph F. Wagner, Inc., New York, N. Y.

Those public speakers who just don't have a memory for stories will find this book invaluable to them in preparing their speeches. It contains short, pointed anecdotes to fit almost any occasion. And for the reader's convenience they are classified into 108 precise categories ranging from atheist to worries.

Firefly

By Paul McCutcheon Sears. Illustrated by Glen Rounds. Cloth, 38 pp., \$2. Holiday House, New York 11, N. Y.

As it is told here, the two-year life story of the firefly reads almost like an adventure story. We meet the firefly first when she is just an egg beneath the earth and from there we go through each stage of her development until she reaches maturity. Children aged 6 to 9 should enjoy this biology lesson given in such an engaging style.

Molly in the Middle

By Eleanor Frances Lattimore. Cloth, 127 pp., \$2.25. William Morrow & Co., Inc., New York 16, N. Y.

Some of the typical cares and joys of a big family are captured in this fiction book for children aged 7 to 10. The story centers around the summer experiences of Molly, a little girl who is right in the middle of nine children. Although she is a comparatively quiet little girl, Molly, with the help of her brothers and sister, manages to get into a few difficult situations. Her story provides light amusing reading.

Jean Henri Dunant

By Josephine Rich. Cloth, 190 pp., \$2.95. Julian Messner, Inc., New York 18, N. Y.

The highlights of the life of Jean Henri Dunant, founder of the International Red Cross and the first recipient of the Nobel Peace Prize, are well blended here to form a fast moving, inspiring biography. Mr. Dunant's virtues and flaws are both pictured realistically in this story of his life of dedication. The overall presentation is ideally suited to teen-age readers. The author has refrained from both writing down and stilted her language for the teen-age audience.

Hawks

By Charles L. Ripper. Cloth, 64 pp., \$2. William Morrow & Co., Inc., New York, 16, N. Y.

Just about every conceivable question that might be asked about hawks is answered in this little book. Many different species of hawks, their distinguishing features, eating habits, sizes and habitats are described in fine detail. Abundant illustrations are included and the transition from one topic to another is made smoothly without chapter breaks. Children should appreciate this easy-flowing, narrative-like fact book.

Caroline the Unconquered

By Holly Wilson. Cloth, 189 pp., \$2.75. Julian Messner, Inc., New York 18, N. Y.

This teen-age novel about life in an iron-mining town in the U. S. in the 1850's could use a little less romance and a little more of life in it. Otherwise it is a fairly well-developed story for teen-agers. Its heroine is a 16-year-old girl firm in her religious beliefs who encounters several tragedies within a matter of months and meets them all with courage.

Jonah, the Fisherman

Translated by Richard and Clara Winston. Cloth back, paper sides, 64 pp., \$3. Pantheon Books, Inc., New York 14, N. Y.

This is a fish story to beat all fish stories, but in this case the "big ones" don't get away. Jonah the fisherman discovers a simple but successful means of catching them. His success does not please the other fishermen in his home town of Paris, however, and he is asked to practice his art elsewhere. He co-operates and travels worldwide catching "big ones" wherever he stops. It is a funny, fantastic story that contains illustrations by the author that are just as funny and fantastic.

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(Continued on page 80A)



Planned Fund-Raising with Predictable Results

How much can your college or university raise? How long will it take? The American City Bureau provides answers and experienced counseling. Here are a few of the more than 135 colleges and universities served:

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Loyola University	Chicago, Illinois
Williams College	Williamstown, Massachusetts
University of Miami	Coral Gables, Florida
Wake Forest College	Winston-Salem, North Carolina
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John Carroll University	Cleveland, Ohio
Detroit University	Detroit, Michigan
Tulane University	New Orleans, Louisiana
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DePaul University	Chicago, Illinois
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(Concluded from page 75A)

Free Americanization Course

Hungarian refugees in the Milwaukee area are being offered a course in Americanization without charge by Marquette University. Some 50 Hungarians have already enrolled in the course which carries with it the guarantee that they will learn how to speak English without an accent. Marquette is conducting the course with the co-operation of the St. Vincent De Paul Society, which is sponsoring a large group of Hungarian refugees in Milwaukee.

New Physics Course

A new physics course, "Solid State Physics" is being offered this semester to seniors majoring in physics at St. Bonaventure University, St. Bonaventure, N. Y. It is a part of a program being established for undergraduate students in the expanding physics department. The department also plans to conduct several long-range research programs. The first such program will be research in solid state and will be conducted by assistant professor Lawrence Badar.

Music Department Expands

Expansion of music department activity at St. Mary's Dominican college, New Orleans, in courses, equipment, and choral work was recently announced. Catalogue changes to go into effect in September include courses in theory and harmony. Piano will be offered to those interested and qualified and music appreciation will be offered with a supple-

mentary course for those interested in a more penetrating survey of music. The Dominican College glee club will be continued along with a new college choir with emphasis on Gregorian Chant and polyphonic liturgical music.

The college has also been building up its record collection which now covers a complete range of musical expression. This includes examples of early church music, Renaissance music, classical literature, the romantic era, and the contemporary style.

Club for Students of Education

A club for students of St. Benedict's College, Atchison, Kans., who plan to teach was organized recently. The purpose is to acquaint the members with what will be expected of them by school boards and students. Plans for meetings include movies, panel discussions, and lectures. Experience with children will be provided by activities at the State Children's Receiving Home and by acting as scoutmasters and assistants.

SCHOLARSHIPS

IBM Scholarship Program

One of the largest industrial scholarship programs ever launched — calling for an average annual expenditure of approximately \$250,000 when in full operation — has been instituted by International Business Machines Corp. Known as the Thomas J. Watson Memorial Scholarship program, it will provide for 50 four-year scholarships to be awarded annually on a competitive basis. Twenty-five will go to high school seniors who are children of IBM employees, and 25 to other high school seniors in public, private, and parochial schools throughout the nation. In addition, a minimum of 25 match-

ing scholarships will be awarded annually by National Merit Scholarship Corporation.

COMING CONVENTIONS

Apr. 2. Midwest Regional Unit Secondary School Dept., NCEA, Palmer House, Chicago, Ill. Secretary: Rev. Joseph A. Coyne, O.S.A., 6310 S. Claremont Ave., Chicago 36, Ill.

Apr. 5-6. Colorado Industrial Arts Association, Colorado Springs, Colo. Secretary: Harold L. Baldwin, 2618 Dahlia Lane, Pueblo, Colo.

Apr. 24-27. American Association of Collegiate Schools of Business, Penn-Sherwood Hotel, Philadelphia, Pa. Secretary: Dr. Paul Greene, Dean of Commerce and Business Administration, Urbana, Ill.

Apr. 27. Virginia Council of Industrial Education Clubs, George Washington High School, Alexandria, Va. Secretary: Albert R. Connors, Newport News High School, Newport News, Va.

May 1-2. New York State Steering Committee for Industrial Arts, Rochester, N. Y. Secretary: Robert Ullery, 42 Blauvelt Road, Blauvelt, N. Y.

May 2-4. New York State Vocational & Practical Arts Association, Powers Hotel, Rochester, N. Y. Secretary: Reno Knouse, Teachers College, Albany, N. Y.

May 3-4. Idaho Education Association, Boise High School, Boise, Idaho. Secretary: Dr. John M. Booth, 614 State St., Boise, Idaho.

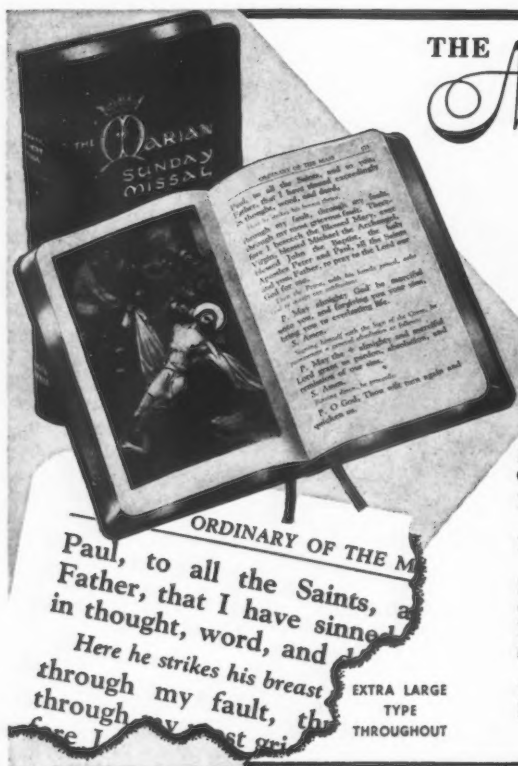
May 4-8. National Catholic Music Educators Association, Sheraton-Jefferson Hotel, St. Louis, Mo. Secretary: Sister Mary Herbert, O.S.F., 620 Michigan Ave., N.E., Washington 17, D. C.

May 9-10. Oswego Industrial Arts Spring Conference, Oswego New York Teachers College. President: Mr. Arthur Hauler, Teachers College, Oswego, N. Y.

May 10-11. International Reading Association, New Yorker Hotel, New York, N. Y. Secretary: Dr. Donald L. Cleland, Reading Laboratory, University of Pittsburgh, Pittsburgh 13, Pa.

May 14-17. Catholic Press Association, Chase Park Plaza, St. Louis, Mo. Secretary: Floyd Anderson, The Advocate, 31 Clinton St., Newark, N. J.

May 26-29. American Booksellers Association, Sherman Hotel, Chicago, Ill. Secretary: Joseph A. Duffy, American Booksellers Association, 724 Fifth Ave., New York 19, N. Y.



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1585/424 Genuine leather, gold roll, gold edges. Colors: Red or Blue	5.50	4.40
1585/419 Genuine leather, leather-lined, gold roll, gold edges	7.50	6.00

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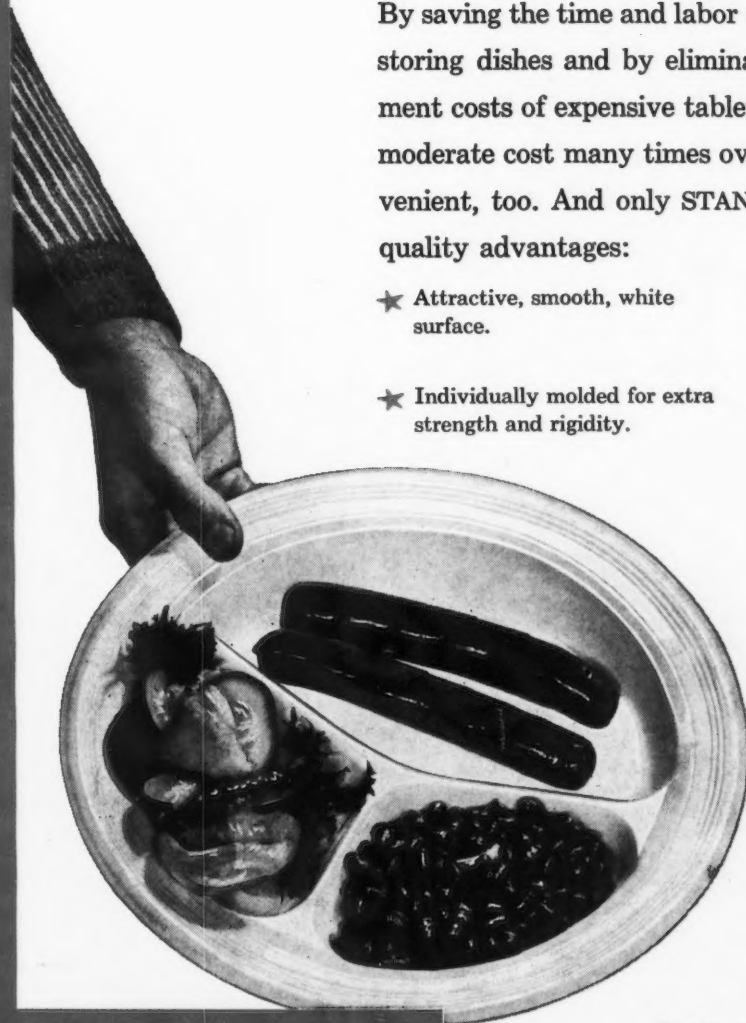
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New Books

(Continued from page 54A)

tells here the story of the man-behind-the-great-woman. Queen Victoria's happiest and most successful years, it seems, were those spent with her husband, Albert, who ruled as strict head of the family. He was the light of her life and the person most responsible for her growth into a mature, capable ruler. This story should help somewhat to increase youths' interest in history and their insight into its many facets.

Nancy Runs the Bookmobile

By Enid Johnson. Cloth, 189 pp., \$2.75. Julian Messner, Inc., New York 18, N. Y.

The satisfaction and enjoyment that can be derived from doing library work are well portrayed in this latest Romance for Young Moderns' book. Nancy Anderson, the heroine, is an aspiring young book-

mobile driver who lacks the necessary library training and experience. How and why she acquires both are revealed in an appealing, inspiring tale. Enough romance and conflict are included in the story to keep teen-agers happy.

Wonderful Good Neighbors

By Ruth Helm. Cloth, 186 pp., \$2.75. J.B. Lippincott Co., Philadelphia 5, Pa.

For a little boy, the transition from city life to country life is often filled with anxieties and inner conflicts. This was especially true in the case of Manny Tremaine who reluctantly left Chicago to join his mother and newly acquired stepfather in southeastern Pennsylvania. Manny's ill temper and stubbornness flourished with the discovery that his only possible playmates were "strange acting" children in a neighboring Amish community. He was further disturbed by his parents' repeated attempts to control his activity. All in all, Manny was a pretty unhappy boy. How he adjusted to his surroundings and matured in the process provides a worthwhile story for children age 8 to 12.

Say It With Stories

By Rev. Cyprian Truss, O.F.M. Cap. Cloth, 189 pp., Joseph F. Wagner, Inc., New York, N. Y.

Those public speakers who just don't have a memory for stories will find this book invaluable to them in preparing their speeches. It contains short, pointed anecdotes to fit almost any occasion. And for the reader's convenience they are classified into 108 precise categories ranging from atheist to worries.

Firefly

By Paul McCutcheon Sears. Illustrated by Glen Rounds. Cloth, 38 pp., \$2. Holiday House, New York 11, N. Y.

As it is told here, the two-year life story of the firefly reads almost like an adventure story. We meet the firefly first when she is just an egg beneath the earth and from there we go through each stage of her development until she reaches maturity. Children aged 6 to 9 should enjoy this biology lesson given in such an engaging style.

Molly in the Middle

By Eleanor Frances Lattimore. Cloth, 127 pp., \$2.25. William Morrow & Co., Inc., New York 16, N. Y.

Some of the typical cares and joys of a big family are captured in this fiction book for children aged 7 to 10. The story centers around the summer experiences of Molly, a little girl who is right in the middle of nine children. Although she is a comparatively quiet little girl, Molly, with the help of her brothers and sister, manages to get into a few difficult situations. Her story provides light amusing reading.

Jean Henri Dunant

By Josephine Rich. Cloth, 190 pp., \$2.95. Julian Messner, Inc., New York 18, N. Y.

The highlights of the life of Jean Henri Dunant, founder of the International Red Cross and the first recipient of the Nobel Peace Prize, are well blended here to form a fast moving, inspiring biography. Mr. Dunant's virtues and flaws are both pictured realistically in this story of his life of dedication. The overall presentation is ideally suited to teen-age readers. The author has refrained from both writing down and stiling her language for the teen-age audience.

Hawks

By Charles L. Ripper. Cloth, 64 pp., \$2. William Morrow & Co., Inc., New York, 16, N. Y.

Just about every conceivable question that might be asked about hawks is answered in this little book. Many different species of hawks, their distinguishing features, eating habits, sizes and habitats are described in fine detail. Abundant illustrations are included and the transition from one topic to another is made smoothly without chapter breaks. Children should appreciate this easy-flowing, narrative-like fact book.

Caroline the Unconquered

By Holly Wilson. Cloth, 189 pp., \$2.75. Julian Messner, Inc., New York 18, N. Y.

This teen-age novel about life in an iron-mining town in the U. S. in the 1850's could use a little less romance and a little more of life in it. Otherwise it is a fairly well-developed story for teen-agers. Its heroine is a 16-year-old girl firm in her religious beliefs who encounters several tragedies within a matter of months and meets them all with courage.

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Tulane University.....New Orleans, Louisiana
Hollins College.....Hollins College, Virginia
Indiana Central College.....Indianapolis, Indiana
DePaul University.....Chicago, Illinois
Evansville College.....Evansville, Indiana
Villanova College.....Villanova, Pennsylvania
Trinity University.....San Antonio, Texas
Jamestown College.....Jamestown, North Dakota
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University of Vermont.....Burlington, Vermont
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New Books

(Continued from page 78A)

McAuley Lectures, 1955 — Group Understanding, 1953 — Truth and the Philosophy of Teaching, 1954 — Christian Humanism in Letters

Three volumes, each \$1. Dept. of Publications, Saint Joseph College, West Hartford 7, Conn.

Romanesque Art

By Juan Eduardo Cirlot. Cloth, \$10. The Philosophical Library, New York, N. Y.

This book presents a series of 12 colored and 43 black-and-white plates representing the finest Romanesque art, both paintings and sculptures, in the Art Museum of Catalonia. The material is representative of both the finest and the best preserved Romanesque art available in the Latin countries. The reproductions are flawless.

Staging the Play

By Norah Lambourne. Cloth, 95 pp., \$5.75. The Studio Publications, New York 16, N. Y.

This British publication will be found interesting to teachers and directors of school plays who desire to learn the history of stages and stage settings and who also wish to have practical information on the production of plays and the development of stage sets. The material concerning the eighteenth, nineteenth, and twentieth century English practices in the development of stage settings is particularly well done.

Berries in the Scoop

By Lois Lenski. Cloth, 124 pp., \$2.25. J. B. Lippincott Co., Philadelphia 5, Pa.

The background for this latest addition to the Roundabout America series is set in the Cape Cod cranberry producing area. Lessons in geography and human relations are woven into its story of a young Portuguese girl who learns the importance of honesty the hard way. Children aged 7 to 9 should enjoy the intriguing story and gain from it some knowledge of the life and labor of people in the Cape Cod area.

Winter Tree Birds

By Lucy Ozone and John Hawkinson. Cloth, 32 pp., \$2. Albert Whitman & Co., Chicago 6, Ill.

Interesting information about the faithful five birds who remain throughout the winter and clear the trees of harmful insects is related here in simple narrative form. The chickadee, woodpecker, tufted titmouse, white-breasted nuthatch, and the brown creeper are illustrated with their identifying physical characteristics and the feeding habits of each are described in detail.

Critical Thinking in Current Affairs Discussion

Paper, 32 pp. Junior Town Meeting League, Wesleyan University, Middletown, Conn.

This booklet is intended to help teachers develop critical thinking in social studies classes. The booklet points out that the teacher's approach to the process of refining and improving the thinking of students depends upon four elements in his preparation: (1) knowledge of the nature of individual students; (2) how the curriculum is related to current affairs; (3) the system of values current at the moment; (4) self-knowledge on the part of the teacher and an awareness of his own emotional make-up and prejudices. The need of a system of values needs more classification.

Crippled Victory

By Josephine Burton. Cloth, 144 pp., \$2.75. Sheed & Ward, New York, N. Y.

This is an inspiring account of triumph over physical handicap written by the mother of a boy who was born without radius and carpal bones in his hands rendering them useless; with half his face paralyzed, the roof of his mouth convex, and an uncontrollable tear duct. It is not a story of unquestioning acceptance but rather a story of faith and determination gained along the way. Mrs. Burton describes in rich details her mixed feelings about her son's physical misfortunes and the successful line

(Concluded on page 83A)

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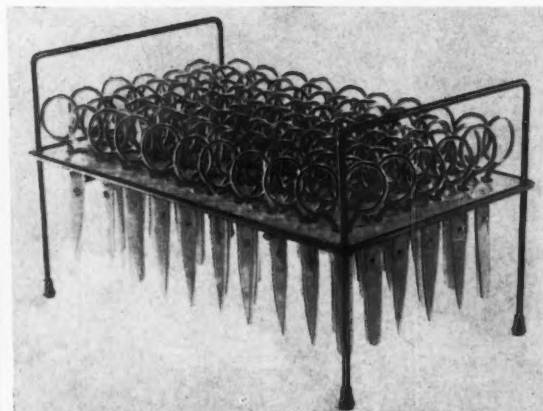
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New Books

(Concluded from page 80A)

of action she, her husband, and her son followed. This moving, true story of facing life squarely should not be missed.

Land and People

By Raymond Wohlrahe and Werner Krusch. Cloth, 115 pp., \$2.75. J. B. Lippincott Co., Philadelphia 5, Pa.

Austria from any standpoint—geographic, ethnic, economic, artistic, political, religious—is an intensely interesting country. For centuries the meeting place of eastern and western nationalities, it is more than ever a lovely land with a lovable people. This book for teen-agers packs into a comparatively few pages a vast amount of information—current and historic—that will perhaps be more appreciated by those who have lived in the country or who have visited it. The book is a worthy addition to the portraits of nations series.

Tactics and Works of Communism

By Most Rev. D. Mariano Rosell y Arellano, Archbishop of Guatemala. Paper, 16 pp. National Catholic Rural Life Conference, Des Moines, Iowa.

This is an enlightening account of the tactics and works of Communism used in Guatemala as related in an address to the Third International Catholic Congress on Rural Life Problems held in Panama, Republic of Panama.

The Natives Have a Word for It

By Rt. Rev. Msgr. L. G. Ligutti. Paper, 16 pp. National Catholic Rural Life Conference, Des Moines, Iowa.

This is a report of well directed missionary zeal. It is the story of the difficulties and achievements of Rev. Andre Cauwe, S.J., in establishing the presently thriving Farmers Co-operative Movement in Kisantu, Africa.

A History of the Croatian People

By Francis R. Preveden. Cloth, quarto, 134-64 pp., \$7.50. The Philosophical Library, New York, N. Y.

In all history the Balkan Peninsula has been the scene of strife. The present book makes this fact amply clear in its carefully initiated story of the Croatian people, from the earliest beginnings of history and particularly from the time of the coming of the Croats in the Sixth Century. The present volume ends with the disaster at Nicopolis, when the Turks in 1396 took over all of the Balkan States.

It is interesting to note that, while there was terrific internal strife between the native rulers of the country, that at no time did the people lose their racial or national loyalties, and particularly their loyalty to their Christian faith.

Health Education Booklets

Man Against Disease, A Manual for Upper Elementary and Junior High Schools Students, 20 pp. *Good Health—Key to Better Living, A Manual for Senior High School Students*, 20 pp. Both free in classroom quantity. National Blue Cross Commission, Chicago 11, Ill.

These two booklets prepared by educators and health authorities for classroom use in health education, social studies, and family living contain information about health heroes, the story of man's struggle against disease, check lists, and a broad range of health education material not ordinarily available in teaching aid form.

Out of the Wilderness

By Virginia S. Eifert. Cloth, 214 pp., \$3. Dodd, Mead & Co., New York, N. Y.

This competently written and beautifully illustrated book traces in fictional form the story of Lincoln's childhood and his youth up to the age of 22. It is in reality the story of Lincoln's father and of his stepmother, and of their family life. The book will make a valuable addition to any reading list of books on American frontier life.

Two Useful Pamphlets

The Catechetical Guild has added two useful pamphlets to its growing list of religious works. *The Pope and the Church*, by Father Francis Ripley,

explains in detail the doctrine of the supremacy of the Pope, the authority of the Church, and the doctrine of the Mystical Body. *Background of Faith*, by the same author, explains the basic doctrines of the Church, with emphasis on the source of faith, and belief in Jesus Christ and His redemptive work.

A Time for Love

A Christmas Play in Two Acts. By Gwen Holly Simpson. Paper, 59 pp. \$1.50. Longmans, Green and Co., New York 3, N. Y.

"Peace on earth to men of good will" is the basic theme of this Christmas story set on an island in the Pacific. God's grace is sufficient and saints and sinners alike on the island find the true meaning of Christmas.

Bulletin of the N.C.E.A.

Ed. by Mary M. Ryan. Vol. LII, No. 4, May, 1956. \$3 per year. National Catholic Educational

Association, 1785 Massachusetts Ave., N.W., Washington 6, D. C.

The May issue contains: "Enriching the Intellectual Life of the Catholic College," by Rev. Gustave Weigel, S.J.; "Reading Readiness," by Thomas J. Maloney; and "A Questionnaire Survey of Guidance Practices in Catholic Colleges," by Rev. Jerome Diffley, O.S.B. and Leona Hosinski.

Forest Ranger

By John Floherty. Cloth, 143 pp., \$2.75. J. B. Lippincott Co., Philadelphia 5, Pa.

Intensive research must have preceded this book about forest ranging which describes in anecdote form the diversified duties of forest rangers, the elements of fire, the equipment forest rangers use, the differences between city and forest fires, many other pertinent facts, and even the origin of Smokey the Bear. Young boys interested in a forest ranging career will find here a very detailed picture of both the thrills and dangers the timber-guarding profession offers.

New and Unique

READ WHAT TEACHERS SAY

"I am happy that I discovered Ply-Craft. The simple, easy method can be worked out by the pupil himself and the finished product is a pleasure to him. I am ordering more sets. Thank you for a very worth-while project." *Duane Treacher, Minerva, Ohio*

"Wonderful! For lesson and for pleasure. Taxes originality. Children love it. I enjoy their pleasure and look forward to next time." *Frances J. McIntyre, Cumberland Hill School, Manville, R. I.*

"Every child in the class has a project which is presentable when finished. One of the few crafts available where the pupil may demonstrate his own taste, and in a price range that any class or teacher can afford." *James D. Funk, Prin., New Franklin Elem., Chambersburg, Pa.*

"I was very much pleased with the Ply-Craft. Even my first and second graders made beautiful models. They enjoyed it so much, too." *Lynah Papke, Burnheim School, Milaca, Minn.*

"Ply-Craft is excellent for children to use. They feel they have accomplished something. Some children that I never could get to make anything did the models, were so pleased and wanted to make more. These were used in a third grade group." *Eugenia Hargett, Gaitersburg Elem., Boyds, Md.*

"Splendid! The models of birds made by my fourth grade pupils are as attractive as anything I have ever seen in the way of 'Do it yourself.' More are being ordered by the pupils." *Mrs. Betty Jacobs, Hampton Elem., Walterboro, S. C.*

"The most wonderful work I have ever presented to the 6th Grade." *Mrs. Zella Heck, Bucyrus, Ohio.*

"Attractive, interesting, educational. I was quite thrilled with the way the children followed the directions." *Mrs. E. E. Sulzer, Prin., Madison School, Madison, Ark.*

"This is one of the most delightful things I have ever seen for children to do." *Mrs. Ralph Covert, Verona School, Verona, Pa.*

"My 3, 4 and 5th graders really enjoyed and learned a great deal from working with Ply-Craft. They say it is the nicest Christmas gift I have ever given them." *Pauline H. Reynolds, Gardenville Sec., Kinzers, Pa.*

"My first graders made Ply-Craft models for Xmas gifts to their mothers. The results were unbelievably good. This is one craft my classes will repeat every year." *Diana H. Truesdale, Norrington School, Rehoboth, Mass.*

"The exhibit brought many compliments and the children were thrilled." *Mrs. Oscar Pettit, Rankin Elem., Rankin, Texas.*

"Quite usable by children from 7 to teenagers. Instructions and material, clear, simple and easy to assemble. Results very gratifying to worker. Task not too long to be enjoyed." *Mabel Kennedy, Manvers 5, Bethany, Ontario, Canada.*

"This is a very interesting and educational project. My pupils were crazy about their models and loved to make them. These simple and inexpensive models are just what my pupils needed." *Mrs. Clara Kraker, Bitter Creek School, Bitter Creek Wyo.*

"It is very challenging to my second graders. They liked their animals best, and I certainly want more of them later. One of my co-workers is also sending for some models. They are so real looking and make a beautiful display." *Mrs. W. B. Goodson, Lincolnton, N. C.*

"The children love to make the Ply-Craft animals. I was amazed when they were finished, they are so life-like." *Clara Herwick, 5th Grade, Scottsdale, Pa.*

"The children were delighted with the models. Thank you for such a happy solution to a teacher's gift problem." *Mrs. W. F. Cressy, Huff Lane School, Roanoke, Va.*

"Even the slowest children did lovely work and were happy with them." *Mrs. H. Bryant, Tennyson School, Loraine, Ohio.*

"Gives even the student not artistically gifted a sense of accomplishment and pride in a good-looking finished product." *Mrs. Dorothy Meeks, Tenmile School, Roseburg, Ore.*

"I found the craft very interesting and marvelous." *Janet Stingle, Maple Grove School, Seymour, Wis.*

AN EXCITING CLASS PROJECT MAKES NATURE STUDY COME ALIVE

PLY-CRAFT

THE 3-DIMENSIONAL HANDICRAFT



Models are 6 to 8 times larger than Photo

WHAT IS PLY-CRAFT?

It is a unique method of making true-to-life MODELS of BIRDS and DOGS by gluing PRE-CUT numbered SHAPES together until the model is formed. When finished it looks as if it was actually handcarved by an expert from a solid block. Authentic in every detail.

NO SKILL • NO TOOLS NEEDED

Any child 7 years or older can do it. Boys and girls are equally interested. Used by N. Y. Museum of Natural History, Boy Scouts of America, Grade Schools, High Schools, Colleges, Audubon Societies, camps and others. Educational and instructive. Acclaimed by Teachers.

IDEAL FOR A CLASS PROJECT

Children love it — it's FUN!

Ply-Craft is sold in sets. Each set contains FOUR subjects, ONE pkg., powdered glue, ONE illustrated instruction sheet and sandpaper. The price of each set is only 50¢ postpaid anywhere in U. S. A. In Canada 65¢ per set. Write in small square below how many of each set you wish. No C.O.D.'s please.

Set No. 1 SONG BIRDS	Set No. 2 GAME BIRDS	Set No. 3 WATER BIRDS
Woodpecker <input type="checkbox"/>	Mallard Duck <input type="checkbox"/>	White-Front Goose <input type="checkbox"/>
Grasshopper <input type="checkbox"/>	Canada Goose <input type="checkbox"/>	Mallard Duck <input type="checkbox"/>
Goldfinch <input type="checkbox"/>	Quail <input type="checkbox"/>	Pintail Duck <input type="checkbox"/>
Cardinal <input type="checkbox"/>	Teal <input type="checkbox"/>	Redhead Duck <input type="checkbox"/>
Set No. 4 FIELD BIRDS	Set No. 5 DOGS & TIGER	Set No. 6 SPORTING DOGS
Scarlet Tanager <input type="checkbox"/>	English Setter <input type="checkbox"/>	Cocker Spaniel <input type="checkbox"/>
Oriole <input type="checkbox"/>	Dachshund <input type="checkbox"/>	Scottish Terrier <input type="checkbox"/>
Bluebird <input type="checkbox"/>	Boxer <input type="checkbox"/>	Fox Terrier <input type="checkbox"/>
Blue Jay <input type="checkbox"/>	Tiger <input type="checkbox"/>	Beagle <input type="checkbox"/>

ZENITH TOY CORP.,

Dept. 35, Queens Village, New York

Enclosed is _____ for which please send me, postpaid, the sets indicated above. I understand that each set will contain FOUR subjects, ONE pkg., glue, ONE instruction sheet and sandpaper. I am enclosing 50¢ for each set ordered.

Name _____

Address _____

City _____ State _____

NEW SUPPLIES AND EQUIPMENT

COMPACT FOOD TRAY

A new heavy-duty, deep compartmented melamine food tray has been designed especially for school service by the Cloverlane Dinner Division, Chicago Molded Products Corp., Chicago, Ill. Called "Lunchamp," the tray is more compact than previously available trays, smaller in over-all dimensions (10.4 inches maximum), yet because of its



Melamine Tray

deeper and properly proportioned wells, it has greater capacity. Lunchamp is capable of serving a wide variety of meals. The upper right-hand compartment will hold a tumbler, milk carton, cup, or soup bowl. Among its design features are rounded, easy-to-clean corners—especially along the dividing ridges—and provisions for thorough aeration and drainage and for level stacking.

(For Further Details Circle Index Code 0142)

PAINT STARCH MIXTURE

An inexpensive superior school paint that can be hand mixed has been discovered by the American Crayon Co., Sandusky, Ohio. It is an all purpose paint made by mixing Prang Powder Tempera Colors and Sta-Flo Liquid Laundry starch. A variety of delightful colors that will not spill or drip off the brush can be made. The mixture can be used by brush, stencil, silk screen, and finger painting. It is adaptable for easel painting, play props (indoor or outdoor), modeling, holiday settings and other creative crafts. Another favorable feature is that the colors wash out as easily as liquid starch.

(For Further Details Circle Index Code 0143)

UPHOLSTERED STACKING CHAIR

A lightweight, easy to stack upholstered, tubular-steel frame chair has been introduced by the Royal Metal Manufacturing Co., Chicago, Ill. Outstanding features of the chair are its flex-spring, contour-shaped back and seat, and its smart, curved, thickly upholstered arm rests. Its 13¹/₈-in. square tubular steel frame is finished in satin-chrome which may easily be cleaned with a few strokes of a damp cloth. The upholstery is made of a durable, easily maintained plastic fabric available in a choice of 37 decorator colors. The over-all dimensions of the chair are: 17³/₄ in. wide by 20³/₄ in. deep.

(For Further Details Circle Index Code 0144)

REVOLUTIONARY TYPEWRITER RIBBON

A typewritten ribbon changer that makes it possible to effect a complete ribbon change in as little as ten seconds has been incorporated into the latest model portable produced by the Royal Typewriter Co., New York, N. Y. The ribbon for this model comes wound in

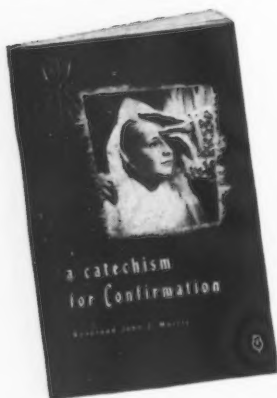


Plastic Encased Ribbon

two plastic containers, instead of the traditional single spool. Fingers handle only the plastic, never the inky ribbon. Winding, threading, and tugging are eliminated. The ribbon is simply dropped into the newly simplified guide slots on the machine's vibrator, then plastic containers are dropped into place. The first tap on a key automatically locks the ribbon.

(For Further Details Circle Index Code 0145)

(Continued on page 86A)



a catechism for Confirmation

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A pointed new presentation, in fitting contemporary format. Already in successful use throughout the United States and Canada.

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Our complete size range will fit any child from kindergarten to high school age and we will outfit your school with one shipment.

Write for our brochure and complete information.

Request your information early so we can service you promptly.

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another good influence**

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It will pay you to consider Palmer for your tissue needs. Your requirements can be met better by Palmer . . . or another of Fort Howard's 19 grades and folds of tissue. For more information and samples, call your Fort Howard distributor or write Fort Howard Paper Company, Green Bay, Wisconsin.



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Green Bay, Wisconsin

America's most complete line of paper towels, tissues and napkins

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attitude toward you"*



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and Discounts to
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All Organizations

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ON REQUEST

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Monroe TS (transport - storage) Trucks make handling and storing of Folding Tables easy and quick. Combination offers.

STEEL FOLDING CHAIRS



Monroe Steel Folding Chairs in attractive range of styles, sizes and prices. Excel in comfort, easy handling and durability. Also full line of non-folding chairs, desks and combinations for classroom, cafeteria and church school use.

PORTABLE PARTITIONS



Monroe's new movable partitions change idle space into useful areas. Smooth Masonite panels, tubular steel frames, Swivel pedestals, casters or glides.

THE Monroe COMPANY
96 Church St. Colfax, Iowa



Checkerette
PORTABLE

HAT and COAT RACKS

These multi-purpose wardrobe racks go wherever needed, or store away like folding chairs when not in use. They come in 3 ft. or 4 ft. lengths, have two hat shelves and 1 or 2 full length, hanger bars for coat hangers or coat hooks. (Two-sided hooks snap over and straddle the bar, see detail above). Standard units come on glides; stand rigidly under a full load. Special caster bases are available for wheeling racks about — loaded or empty. Write for Catalog CT-28.

VOGEL-PETERSON CO.
1127 West 37th Street • Chicago 9, Illinois

New Supplies

(Continued from page 84A)

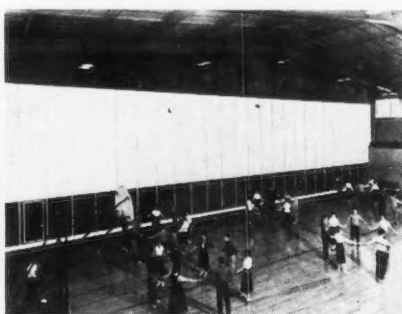
COLORFUL METAL DESK

Griggs Equipment Inc., Belton, Tex., has designed a colorful study top desk, Model 789 which is available in five bright metal finishes. This new model features single unit seating convenience and a completely enclosed steel book box. The book box is easily accessible through a lift-lid desk top. The top and the box have a three inch front-to-back adjustment. The top is available in either heavy hardwood plywood or plastic. The seat and back of the chair are made of comfortably curved hardwood plywood.

(For Further Details Circle Index Code 0146)

ALUMINUM FOLDING PARTITION

An aluminum automatic folding partition has been introduced by the Richards-Wilcox Mfg. Co., Aurora, Ill. It is made up of 27 sections that are 3 inches thick, 4 feet wide, and 27 feet high. Each section is faced up to 7 feet high with a special heavy-gauge, Jaspé's pattern linoleum in a No. 1 apple green color. The installation is powered by



Automatic Folding Partition

a deluxe R-W electric operator that is activated by a key-switch control for fully-automatic operation. Each panel consists of an extruded aluminum frame and a resin impregnated honeycomb core to which is permanently bonded the embossed aluminum facings. The core extends to the full dimensions of the extruded aluminum frame and the facings are rolled-interlocked to this frame.

(For Further Details Circle Index Code 0147)

COMPLETE LINE OF CHALKBOARDS

Barricks Mfg. Co., Chicago, Ill., recently announced that their line of chalkboards, presently numbering 19 different types, should answer the needs of practically every school, church, library, office, and factory. Each board features heavy-gauge extruded aluminum frames and chalk troughs that provide handsome appearance and lifetime ruggedness. Two grades of writing surface are available: Dura-Slate and Supr-Slate. Both come in black or green. Magnetic chalkboards of lightweight sheet-steel laminated to rigid 1/4" hardboard are complete with permanent magnets to hold bulletins, notices, etc. Bulletin boards can be obtained in two qualities: economical Dura-Cork, and premium quality Supr-Cork. Each bulletin board comes complete with hangers. Frames on large-size boards are pre-drilled for quick, easy, permanent installation.

(For Further Details Circle Index Code 0148)

(Continued on page 88A)

Christ of St. John of the Cross by Salvador Dali

(The original was purchased at the somewhat fabulous price of \$82,000.)



Color Reproduction, 14" x 8".....\$ 3.00

Color Reproduction, 28" x 15 1/2"....\$12.00

Add 75¢ to cover packing and postage.

Color Reproduction, 14" x 8", permanently treated to approximate the original; framed in a 1" antique silver moulding without glass.....\$11.00

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"The finest traditional and contemporary Christian art"

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Libbey Heat-Treated DATED Glassware

"is a real money-saver in our restaurants"

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32 GARRISON STREET

Boston Massachusetts
TELEPHONE COMMONWEALTH 9-5122

Libbey Glass
Division of Owens-Illinois
Toledo 1, Ohio

Gentlemen:

In our 17 Hayes-Bickford restaurants we have used Libbey Heat-Treated DATED Glassware for many years, with complete satisfaction.

Yet we were amazed when we made our own survey to find the actual servings each tumbler produced. Using the code symbol on every glass, we were able to prove that tumblers averaged 3,700 servings--for the fantastically low cost of 1 4/5 cents per 1,000 servings.

Your Heat-Treated glassware stands up perfectly under rugged service conditions, and is a real money-saver in our restaurants.

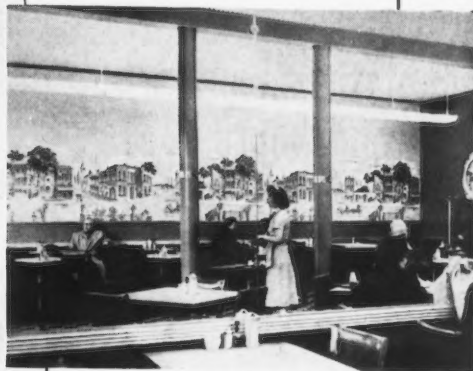
Sincerely,

Charles F. Heywood

Charles F. Heywood
Purchasing Agent



Mr. Charles F. Heywood
Purchasing Agent
Hayes-Bickford Lunch System, Inc.
Boston, Massachusetts



Hayes-Bickford restaurants are familiar throughout Boston for fine meals moderately priced.

Mr. Charles F. Heywood, Purchasing Agent for Hayes-Bickford, operating 17 restaurants in Boston, Mass., has proved the operating economy provided by Libbey Heat-Treated DATED Glassware.

It's a simple matter to make your own survey. For eight years a code symbol indelibly marked on the bottom of every Heat-Treated glass has made it possible to trace the use of each glass. A check of this glassware will quickly show its amazing dura-

bility and resulting economy in restaurant operation.

Economical operation is further assured by the famous Libbey guarantee: "A new glass if the rim of a Libbey 'Safedge' glass ever chips."

Your Libbey Supply Dealer has full details on how Heat-Treated DATED Glassware can minimize your glassware costs.

See him or write to Libbey Glass, Division of Owens-Illinois, Toledo 1, Ohio.



This symbol appears on the bottom of every Heat-Treated DATED glass. Left number indicates year of manufacture, right shows quarter. Add up the number of servings to prove the unbelievable economy of this glassware.

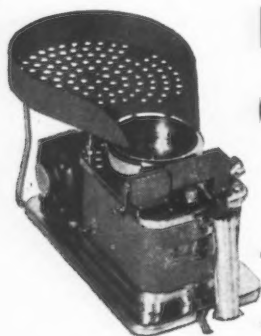
LIBBEY HEAT-TREATED GLASSWARE
AN **①** PRODUCT

OWENS-ILLINOIS
GENERAL OFFICES • TOLEDO 1, OHIO



While you're counting the coins— count the minutes and hours too!

Sorting and counting coins may have its appeal—but when it's a regular daily task it's time-consuming and expensive unless you use rapid fool-proof machine methods. Most popular machines are Klopp's because they are not expensive and do the work fast and accurately. Let us send you all the particulars.



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Please send catalog and prices on
Klopp Counters & Klopp Sorters

School.....
City.....State.....
Per.....

New Supplies

(Continued from page 86A)

ADJUSTABLE TABLET ARM

A tablet-arm chair that may be adjusted to accommodate students of upper elementary grades and secondary schools has been introduced by Brunswick-Balke-Collender Co., Chicago, Ill. Designed to conserve space the chair is compact in size but has an increased leg spread from front to rear for maximum



Space Conserving Chair

stability. The frame of the unit, including the support arm is of welded construction. The back and seat of the unit are riveted to the frame by a new type of Dupont explosive rivet which provides greater holding power than previously possible. The tablet arm can easily be disassembled from the support arm for storage. Storage space for books is provided for by a side book rack welded to the frame.

(For Further Details Circle Index Code 0149)

NEW ESTERBROOK BALL POINT

An instant starting, non-smear writing ball point pen with a $4\frac{1}{2}$ mile capacity ink refill has been produced by the Esterbrook Pen Co., Camden, N. J. The result of nine years of experimentation and research this pen has many outstanding features one of which is its controlled surface tension ink. This ink delivers a constantly smooth, even line and is water-resistant on paper, yet easily washable from fabrics in soap or detergent. Another attractive feature of the pen is its repeater type, push top retractable mechanism.

(For Further Details Circle Index Code 0150)

FLUORESCENT-TYPE NEGATIVE PAPER

A fluorescent type negative paper, designed to produce sharp, clear black and white copies under fluorescent lights has been introduced by Remington Rand, New York, N. Y. Known as G353 it was manufactured for use with Transcopy and other similar transfer process machines and can be used with regular Transcopy positive papers. It is the only paper of its type which does not require either a special machine for processing or an intensified light source. No hoods, visors, or light shields are needed,

(For Further Details Circle Index Code 0151)

ECONOMICAL ELECTRIC RANGE

Hotpoint Co., Chicago, Ill., has introduced an electric kitchen range designed for the operator whose budget is a governing factor. The new unit, called the Superhot-top range offers investment economy. It is produced on the same chassis as the Superange, Superchief, and Supergrid ranges. Up to 40 gallons of food in stockpots can be handled on it at one time. It offers a 3-section cook-top, consisting of independently controlled hotplate sections, for sustained high-speed stockpot cooking at high or low heats. Each section has Calrod (R) heating units embedded right in the cast iron for efficient heat transfer. A handy size warming drawer is located under the surface units which keeps food warm until ready to be served. A drip pan is also located under the surface units. Grease troughs, at front and rear of the hot-plate section drain into it.

(For Further Details Circle Index Code 0152)

QUICK DRYING FLOOR PAINT

Durable, easy to apply floor paint which dries dust proof in 40 minutes has been introduced by National Chemical Mfg. Co., Chicago 9, Ill. The paint, which is called Luminall floor paint, is lime proof and alkali resistant. It comes ready to apply; one coat covers and dries quickly without unpleasant odors or toxic fumes. It is an emulsion type paint and concrete floors to be painted with it do not need an acid wash. Made with Latex Alkyd it penetrates the pores and won't crinkle or peel.

(For Further Details Circle Index Code 0153)

PORTABLE LABORATORY TABLE

A portable laboratory table that makes it possible to present science demonstrations to all classes in all departments has been manufactured by Kewaunee Mfg. Co., Adrian, Mich. Totally self-contained the table, called Flexi-lab, is supplied with rocker gallery pump cold water fixture, stainless steel cup sink (with strainer), duplex 110 volt a.c. electric outlet with twist lock fitting for extension cord (extension cord not included), one gallon poly-



Movable Laboratory

ethylene water carboy (with tygon water connection), one gallon polyethylene waste carboy (with tygon waste connection), one set of removable $\frac{3}{4}$ inch diameter Duralumin support rods with $\frac{3}{4}$ inch diameter Duralumin cross rod and clamps, and one set of removable $\frac{1}{2}$ inch diameter Duralumin burette rods. In addition, provisions are made for proper and safe storage of portable gas cylinder and burners, vacuum or air pumps, and batteries for d.c. electric experiments.

(For Further Details Circle Index Code 0154)

(Continued on page 91A)



The Kellogg Center, Michigan State University, East Lansing, Michigan.

The greatest food service in America



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Private lessons in Voice and Organ.

Taught by monks of St. John's Abbey assisted by visiting professors.

Beginning and advanced work for the choir directors, church organists, instructors of liturgical music in Catholic schools.

Write for bulletin:

**DOM GUNTHER ROLFSON, O.S.B.
Collegeville, Minnesota**

New Supplies

(Continued from page 91A)

MESS-LESS MILK DISPENSER

A milk dispenser that saves work for teachers, gets youngsters to drink more milk, and overcomes problems of hot weather waste and spoilage has been introduced by Norris Dispensers, Inc., Minneapolis, Minn. It is an insulated, self-refrigerated unit which is mounted on an easy rolling steel cart. Two five-gallon cans of milk can be kept in each unit at a perfect temperature of 35°



Portable Milk Dispenser

and a supply of disposable paper cups for serving the milk are carried right along with the cart on a roomy center shelf. Teachers are saved the work of checking milk bottles in and out, of disposing of used straws, and of replacing the bottles in the racks. Milk consumption has been shown to increase, too, where the dispensers are used, for the milk remains colder and better tasting in the unit.

(For Further Details Circle Index Code 0158)

PLASTIC PATRIOTIC PLAQUES

Sturdy neoprene plastic wall plaques of George Washington and Abraham Lincoln have been introduced by Winnetka School Sales, Winnetka, Ill. Unbreakable and lightweight



Unbreakable Wall Plaque

the plaques make fine class gifts to schools. They can also be used as special awards and memorial gifts. Both plaques come ready to hang and are available in either bronze or ivory finishes. When desired an etched brass plate to honor occasion or donor may be attached at small additional cost.

(For Further Details Circle Index Code 0159)

(Concluded on page 94A)

SUMMER SESSION 1957

CO-EDUCATIONAL COLLEGE OF ST. THOMAS

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A Liberal Arts College

Regular Academic Courses Leading to Baccalaureate Degrees. Also Preparatory Professional Courses.

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Write to:

**R. G. Thuente,
Director of the Summer Session**

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DANIEL BOONE: OPENING OF THE
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<input type="checkbox"/> Also, send free sample teaching guide.		
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School.....		
Address.....		
City..... Zone..... State.....		

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THE FIRST ENTIRELY ACCEPTABLE

NO IRON



Peter Pan
Collar #485



#484
Convertible
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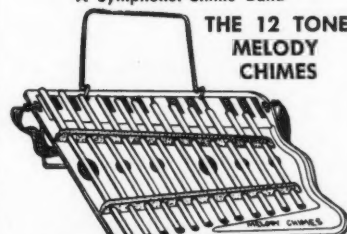
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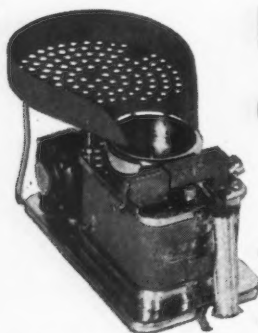


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New Supplies

(Continued from page 86A)

ADJUSTABLE TABLET ARM

A tablet-arm chair that may be adjusted to accommodate students of upper elementary grades and secondary schools has been introduced by Brunswick-Balke-Collender Co., Chicago, Ill. Designed to conserve space the chair is compact in size but has an increased leg spread from front to rear for maximum



Space Conserving Chair

stability. The frame of the unit, including the support arm is of welded construction. The back and seat of the unit are riveted to the frame by a new type of Dupont explosive rivet which provides greater holding power than previously possible. The tablet arm can easily be disassembled from the support arm for storage. Storage space for books is provided for by a side book rack welded to the frame.

(For Further Details Circle Index Code 0149)

NEW ESTERBROOK BALL POINT

An instant starting, non-smear writing ball point pen with a $4\frac{1}{2}$ mile capacity ink refill has been produced by the Esterbrook Pen Co., Camden, N. J. The result of nine years of experimentation and research this pen has many outstanding features one of which is its controlled surface tension ink. This ink delivers a constantly smooth, even line and is water-resistant on paper, yet easily washable from fabrics in soap or detergent. Another attractive feature of the pen is its repeater type, push top retractable mechanism.

(For Further Details Circle Index Code 0150)

FLUORESCENT-TYPE NEGATIVE PAPER

A fluorescent type negative paper, designed to produce sharp, clear black and white copies under fluorescent lights has been introduced by Remington Rand, New York, N. Y. Known as G353 it was manufactured for use with Transcopy and other similar transfer process machines and can be used with regular Transcopy positive papers. It is the only paper of its type which does not require either a special machine for processing or an intensified light source. No hoods, visors, or light shields are needed,

(For Further Details Circle Index Code 0151)

Hotpoint Co., Chicago, Ill., has introduced an electric kitchen range designed for the operator whose budget is a governing factor. The new unit, called the Superhot-top range offers investment economy. It is produced on the same chassis as the Superange, Superchief, and Supergrid ranges. Up to 40 gallons of food in stockpots can be handled on it at one time. It offers a 3-section cook-top, consisting of independently controlled hotplate sections, for sustained high-speed stockpot cooking at high or low heats. Each section has Calrod (R) heating units embedded right in the cast iron for efficient heat transfer. A handy size warming drawer is located under the surface units which keeps food warm until ready to be served. A drip pan is also located under the surface units. Grease troughs, at front and rear of the hot-plate section drain into it.

(For Further Details Circle Index Code 0152)

QUICK DRYING FLOOR PAINT

Durable, easy to apply floor paint which dries dust proof in 40 minutes has been introduced by National Chemical Mfg. Co., Chicago 9, Ill. The paint, which is called Luminall floor paint, is lime proof and alkali resistant. It comes ready to apply; one coat covers and dries quickly without unpleasant odors or toxic fumes. It is an emulsion type paint and concrete floors to be painted with it do not need an acid wash. Made with Latex Alkyd it penetrates the pores and won't crinkle or peel.

(For Further Details Circle Index Code 0153)

PORTABLE LABORATORY TABLE

A portable laboratory table that makes it possible to present science demonstrations to all classes in all departments has been manufactured by Kewaunee Mfg. Co., Adrian, Mich. Totally self-contained the table, called Flexilab, is supplied with rocker gallery pump cold water fixture, stainless steel cup sink (with strainer), duplex 110 volt a.c. electric outlet with twist lock fitting for extension cord (extension cord not included), one gallon poly-



Movable Laboratory

ethylene water carboy (with tygon water connection), one gallon polyethylene waste carboy (with tygon waste connection), one set of removable $\frac{3}{4}$ inch diameter Duralumin support rods with $\frac{3}{4}$ inch diameter Duralumin cross rod and clamps, and one set of removable $\frac{1}{2}$ inch diameter Duralumin burette rods. In addition, provisions are made for proper and safe storage of portable gas cylinder and burners, vacuum or air pumps, and batteries for d.c. electric experiments.

(For Further Details Circle Index Code 0154)

(Continued on page 91A)

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New Supplies

(Continued from page 88A)

VISUAL RELIEF MAPS

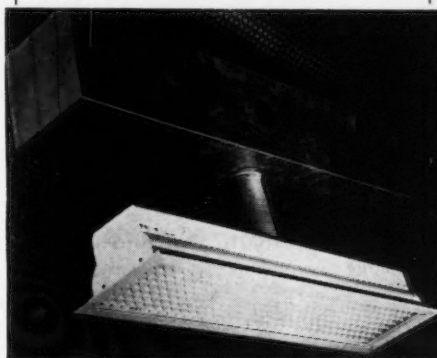
Denoyer Geppert Co., Chicago, Ill., has produced a map of South America in their new visual relief technique designed for elementary and intermediate grades. The shading of the map is combined with layer tints. The colors of the international color scheme are used but they are blended into each other rather than being separated by sharp boundaries. The objectional terrace effect is removed by blending the colors but at the same time the distinct colors of the layer tint system are retained.

Names of the more important features are in large bold type so that they are clearly visible at classroom distances. Other names of less significance are in smaller type. All information on South America is the latest available.

(For Further Details Circle Index Code 0155)

LIGHTING-AIR CONDITIONING FIXTURE

A new commercial lighting fixture that provides both air distribution and lighting has been introduced by the Pyle National Co., Chicago, Ill. Called the Multi-Vent Troffer it is the first of its kind to be produced. Two firms, Pyle-National Co. and Benjamin Electric Co., jointly engineered and designed the new unit which is adaptable to any drop-type ceiling.



Dual-Purpose Fixture

The unique unit looks like a regular recessed fluorescent light fixture. A completely concealed, built-in air diffuser, mounted above the reflector plate, distributes air which bypasses the lamps. Uniformity of temperature is guaranteed by a low-velocity pressure displacement principle which is used instead of the ordinary high velocity injection of other types of air diffusers. Air emerges gently down from the fixture in a manner compared to the fine spray from a hose nozzle, instead of spurting out in one sharp stream.

(For Further Details Circle Index Code 0156)

PORTABLE PHOTOCOPIER

A portable photocopier, designed to copy pages of bound books just as easily as flat material, was recently introduced by Remington Rand, New York 10, N. Y. Weighing only 13 pounds complete with cover, the sturdy, all-metal unit is finished in Gray-Rite. Simple to operate it produces full-size copies of any record, typed, printed, or handwritten, on paper, cloth, or even heavy card stock. It is economically priced and will photocopy by direct light transmission or by reflected light.

(For Further Details Circle Index Code 0157)

(Continued on page 92A)

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